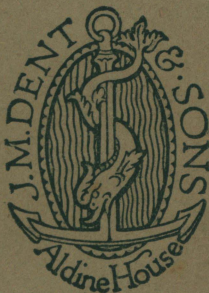


READING EXERCISES

A Work Book For Grade Four

Prepared by

J. E. BROWN
H. H. MACKENZIE
E. W. REID
R. S. SHERMAN
R. P. STEEVES
T. W. WOODHEAD



SEVENTH EDITION

TORONTO and VANCOUVER

J. M. DENT & SONS (CANADA) Limited

990

READING EXERCISES

A Work Book For Grade Four

Prepared by

J. E. BROWN

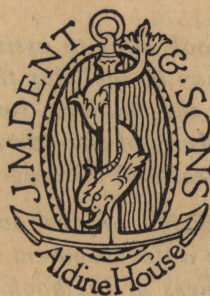
H. H. MACKENZIE

E. W. REID

R. S. SHERMAN

R. P. STEEVES

T. W. WOODHEAD



SEVENTH EDITION

TORONTO and VANCOUVER

J. M. DENT & SONS(CANADA)Limited

Foreword

TO the Teacher :

This book is designed to provide children of Grade IV. with a series of suitable selections for silent reading, each followed by thought-provoking questions designed to lessen the work of the teacher in developing in the children the ability to read carefully and to obtain exact mind-pictures from the printed page.

It is primarily a work-book in which children write their answers. The type of question asked and the typographical arrangement lend themselves to ease in the checking of answers. Usually this may be done by the children themselves.

Although the book aims to assist in developing ability in silent reading, it may be well for the teacher to work one or two exercises with the children, for this is a teaching and not a testing book. Many of the exercises, however, will be found to be excellent tests of reading ability.

Careful supervision on the part of the teacher will undoubtedly result in a development of pride on the part of the child in the neatness of his book as he progresses from exercise to exercise. His vocabulary will be increased and he will very soon work quite independently.

Discussion of answers, calling for the child's reason for the answer chosen, will increase the value of the book from the standpoint of reasoning development.

TABLE OF CONTENTS

1. The Heron	Page 4	24. Mother Earth	Page 50
2. The Oyster	" 6	25. Nerida and the Dragon	" 52
3. The Story of Theseus	" 8	26. Cinderella	" 54
4. The Pedlar and His Caps	" 10	27. The Soldier's Appetite	" 56
5. Koto from Japan	" 12	28. "Ricksha" Man	" 58
6. The Fox and the Fisher- men	" 14	29. Mrs. Skunk looks for Winter Quarters	" 60
7. Owls	" 16	30. The Stream	" 62
8. The Absent-Minded Pro- fessor	" 18	31. Talks after Dinner	" 64
9. How to Play Morra	" 20	32. The King's Feast	" 66
10. Thistles	" 22	33. Venice	" 68
11. Imitations	" 24	34. Maple Sugar	" 70
12. Wolf Cubs	" 26	35. Lola and Little Beaver	" 72
13. Echo	" 28	36. Jack Miner and the Wild Geese	" 74
14. Josephine	" 30	37. Little Princess Nah-weh	" 76
15. The Iron-Pot Speaks	" 32	38. How Elephants Work	" 78
16. George and his Aeroplane	" 34	39. "Hot-Pot"	" 80
17. Woodpeckers	" 36	40. May-Day	" 82
18. George's Trip from Cal- gary to Winnipeg	" 38	41. Ants and their Habits	" 84
19. A Trip Up the Rhine	" 40	42. Why the Cherry is Red	" 86
20. Jack and the Beanstalk	" 42	43. The Junior Forest Ranger	" 88
21. A Russian Bath	" 44	44. Captain	" 90
22. Thanksgiving Day	" 46	45. "Duck Farmers"	" 92
23. Grumpy the Porcupine	" 48	46. The Four-Leaved Clover	" 94

READING EXERCISE No. 1

Stealthily—slyly and quietly

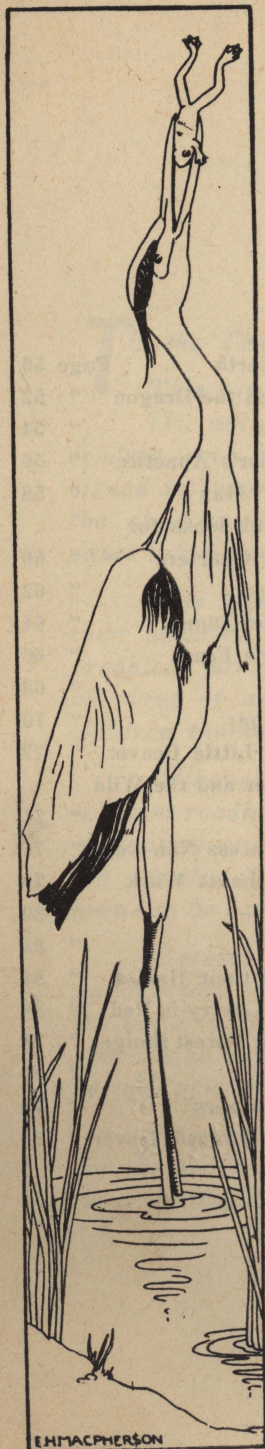
Engaged—occupied, busy

Gossiping—talking about their neighbours

Heronry—a group of herons' nests in a tree

Advance—go forward

Victim—prey



Father Heron likes to go fishing along some lonely shore. He has long legs, a long neck, and a long sharp beak. You may see him standing knee-deep in the pond, watching for frogs, or stealthily stepping along the shore of sea or stream in search of fish. When he sees a victim, he waits until it comes within reach. Then his long neck straightens out and he spears the creature with his sharp beak.

Though herons like to be alone when they are fishing, they prefer to build their nests close together in a single tree. Such a tree, with a dozen or more nests in its branches, is called a heronry. Here, during nesting time, there is much chattering and gossiping going on; for Father Heron is a silent bird only when engaged in fishing.

In flight, the Heron stretches his long legs out behind, folds his neck until his head rests between his shoulders, and flaps his wings slowly up and down. In fishing, he usually stands on one leg, the other being drawn up close to his body, ready to be put quietly into the water when he wishes to advance.

EXERCISE A.

Write on the line the word that best finishes the sentence:

1. The Heron gets his dinner by
(a) scratching, (c) climbing,
(b) running, (d) fishing.
2. He uses his beak as a
(a) spade, (c) spear,
(b) rake, (d) spoon.
3. He has long legs so that he can
(a) climb, (c) dance,
(b) run, (d) wade.
4. Herons build nests in
(a) ponds, (c) trees,
(b) bushes, (d) sand.
5. Herons like company when they are
(a) fishing, (c) nesting,
(b) flying, (d) eating.
6. The Heron's long neck is useful to him in
(a) watching, (c) chattering,
(b) spearing, (d) flying.

EXERCISE B.

Fill in the space with the best word from the list at the right:

1. In ponds the Heron catches..... flying
2. A heronry is built in a..... heronry
3. The Heron folds his neck when he is..... fish
4. He stands on one leg when he is..... tree
5. In streams he catches..... frogs
6. From pond or stream he flies to the..... fishing

EXERCISE C.

In the third paragraph there are four words that tell what the Heron does. Write these words on the lines below, but put only one word on a line:

1.
2.
3.
4.

Number of answers 16. Number correct.....

READING EXERCISE No. 2

Chilblains—itching places on children's feet when the weather is cold

Lodged—stuck or wedged in a place

Irritating—hurting, annoying

A casket—a beautiful box with a cover

Enclosing—covering over or shutting in. We enclose a letter in an envelope.

An oyster lives on the floor of the ocean, quite safe in his double shell. Yet he has troubles all his own. He never has toothache, because he has no teeth; and he never has chilblains, because he has no feet; but sometimes a sharp grain of sand becomes lodged between his soft body and the lining of his shell. Every time he moves, the grain of sand tears his soft flesh and causes him pain. He has no hand to remove the object, but he has a way of making it less irritating.

Day after day, the oyster builds a coating around the grain of sand with a juice from his body. Each layer, through time, becomes hard and firm. Though built in the dark depths of ocean, the silver casket enclosing the grain of sand has magic loveliness. Divers search for the shells containing these wonders of the deep. They are the pearls of great price, which are loved and worn for their beauty and charm.

EXERCISE A.

1. Put a ring around the word which tells that the oyster lives between two shells.
2. Draw a line under the word which means *take away*.
3. Put X's under two words which have the same meaning and are joined by *and*.
4. Put brackets () around the word that is often found in a fairy story. The first letter of the word is *M*.

EXERCISE B.

Write the best ending in each case:

1. An oyster lives (a) on the seashore, (b) in a store window, (c) on the floor of the ocean, (d) in a tin can.....
2. An oyster, after he gets his shell, (a) walks about, (b) swims, (c) floats, (d) lives in one place.....

3. The grain of sand makes the oyster have (a) toothache, (b) chilblains, (c) pain, (d) a sick feeling.
4. The grain of sand comes from (a) the ocean floor, (b) a wind storm, (c) the ocean above, (d) the oyster's food.
5. An oyster never has toothache, because (a) he has good teeth, (b) he has no one to pull out his teeth, (c) he has no teeth, (d) he does not eat candy.
6. Pearls are worn mostly by (a) divers, (b) children, (c) men, (d) women.
7. The oyster builds the coating of pearl, because (a) he likes to work, (b) he knows the pearl will be worth much money, (c) he wants to make the grain of sand less irritating.
8. We know that the oyster builds the pearl around a grain of sand, because (a) people see him do it, (b) he has no hands to put the sand outside his shell, (c) when a pearl is opened, a grain of sand is found inside, (d) when we look at a pearl, we see the grain of sand inside.

EXERCISE C.

Choose from column II the right meaning of each word in column I, and write the meanings:

I.		II.
oyster	4.	wedged or stuck
double		makes
grain		a thing
lodged	2.	in two parts
causes	9.	something like water
remove	1.	a shell fish we often eat
object	3.	a very small piece
coating	6.	take away
juice	8.	covering
divers	11.	look for
search	10.	men who go down into the ocean

Number of answers 23. Number correct.....

READING EXERCISE No. 3

Sacred—holy

Helmet—strong cap or covering to protect the head

Grove—clump of trees

Forged—made

Long ago, in the wonderful land of the Greeks, a brave lad lived with his mother. Although he had never seen his father, he knew himself to be the son of a king. Theseus, for so he was called, grew to manhood and was at last strong enough to raise the great flat stone that lay in the sacred grove. From under it he took the magic sword, with its hilt of gold, and the golden sandals that had lain there so long, awaiting his coming.

The time had now come for him to set forth to seek the land of his father. Little did he dream of the dangers that lay in his path. One day, as he was crossing a dreary plain, he saw a man wearing a bear-skin. The head of the bear formed a horrible-looking helmet for the club-bearer; for this fierce man carried a club of iron forged for him by Vulcan at the bottom of the mountain of fire.

"Give me thy sword and thy sandals!" roared a harsh voice from beneath the terrible bear's head. But Theseus rushed at his foe and, even though the magic sword failed to pierce the giant body, the young man finally left the club-bearer dead on the ground.

Theseus journeyed on, having adventure after adventure, but the shepherds of the plain blessed the young man who had made it possible for them once more to tend their sheep in peace.

EXERCISE A.

Underline in the story the word or words telling

- (1) where the flat stone lay.
- (2) who made the club.
- (3) what kind of voice the club-bearer had.
- (4) that the club-bearer was a very big man.
- (5) who felt thankful to Theseus.

EXERCISE B.

Underline the word or words making the best ending:

- (1) Theseus set out (a) to see his mother.
(b) to look for adventures.
(c) to meet the club-bearer.
(d) to find the land of his father.

- (2) The bear-skin was worn by (a) Theseus.
 (b) the man with the club.
 (c) Vulcan.
 (d) Theseus' father.
- (3) The club-bearer's helmet was made of
 (a) gold.
 (b) a great flat stone.
 (c) the bear's head.
 (d) iron.

EXERCISE C.

Some of these statements are true; some are not. Write the true ones on the lines:

- (1) When Theseus was a boy, he lived with his father.
 - (2) Theseus slew the club-bearer with his sword.
 - (3) The hilt of the sword was made of gold.
 - (4) Vulcan had forged the sword for Theseus.
 - (5) Theseus had many adventures.
 - (6) The giant's club was made of iron.
 - (7) The club-bearer lived in the sacred grove.
-
-
-

EXERCISE D.

Fill each blank with one word from the story:

It was now (1) for Theseus to seek the (2) of his father. He knew nothing of the (3) that lay before him. A man clad in a (4) met Theseus as he was journeying over a (5) This man (6) an (7) club which (8) had (9) for him.

EXERCISE E.

In the brackets write the numbers 1-5 to show the order in which the following happened:

- () The shepherds again tended their flocks in peace.
- () Theseus set out to seek the land of his father.
- () Theseus killed the club bearer.
- () The giant demanded Theseus' sword and sandals.
- () Theseus raised the flat stone.

Number of answers 25. Number correct.....

READING EXERCISE No. 4

Amazement—wonder, surprise

Trudging—walking wearily, plodding along

Clime—climate, country

Pedlar—a man who carries for sale a bundle of goods from place to place

Intended—planned

Resolved—made up his mind

Display—show

Attracted—drawn to

Spectacle—sight or show

Regained—got back

Native village—a small town or settlement where the people of the country lived

Imitators—those who act in the same way or do the same things as someone else

In a far southern clime a pedlar, with a large pack on his back, was one day trudging along a forest path towards a native village. His pack consisted almost wholly of a great number of bright red linen caps. These he intended to trade with the inhabitants of the village for ivory goods and gold dust.

Towards noon the heat became very intense and the pedlar, hot and weary, resolved to rest for a short time in the shade of a large palm tree. Taking one of the caps from his bundle, he put it on his head and stretching himself out under the tree he soon fell fast asleep.

Now it happened that the forest through which the pedlar was passing was inhabited by troops of monkeys. The pedlar had paid very little attention to these monkeys, although they seemed to display great interest in him and followed him in great numbers, springing from limb to limb among the trees.

When the pedlar awoke he found to his amazement that his caps were all gone. Not a trace could be found of them anywhere, until, attracted by the unusual chattering of the monkeys, he glanced upwards and then a most extraordinary spectacle met his gaze. On the head of every grinning monkey was a red linen cap! These greatest of all imitators among animals had done just as the pedlar had done.

The pedlar shouted at them and scolded them, but all to no purpose. The monkeys only grinned at him and pulled their caps down over their ears. Finding every attempt to get back his caps fruitless, he pulled off the one which he had put on his own head and threw it on the ground, at the same time crying out, "Here,

you thieves, you may take this one too!" No sooner had he done so, than, to his great surprise, the monkeys at once did the same. Each snatched the cap from his head and threw it on the ground.

The pedlar regained his caps and continued on his way to the village.

EXERCISE A.

Draw a line under the best answer :

- (1) A pedlar is a man who
 - (a) trains monkeys.
 - (b) travels through forests.
 - (c) carries a pack of goods to sell.
 - (d) visits native villages.
- (2) The pedlar travelled
 - (a) on foot.
 - (b) in a cart drawn by a donkey.
 - (c) in a second-hand Ford car.
 - (d) in a bark canoe.
- (3) The monkeys took the caps, because
 - (a) they were fond of bright, red colours.
 - (b) they were angry with the pedlar for coming into their forest.
 - (c) they were bald-headed.
 - (d) they loved to act in the same way as people.
- (4) The monkeys threw the caps down on the ground, because
 - (a) they felt uncomfortable with them on.
 - (b) the pedlar had done so and the monkeys loved to imitate.
 - (c) they could not scratch their heads while wearing the caps.
 - (d) they were afraid of the pedlar.

EXERCISE B.

There are two places in the story where you are told that monkeys are fond of imitating persons. Draw a heavy line under the words that tell this.

EXERCISE C.

Draw a line under the words which tell

- (a) where the pedlar was going.
- (b) what he intended to do with his caps.
- (c) what he did to regain his caps.

Number of answers 9. Number correct.....

READING EXERCISE No. 5

Village—small town	Soggy—water-soaked
Cultivate—to stir the soil	Produce—to grow
around growing plants	Harvest—to gather when ripe
Crop—that which is grown	Share—part
from the soil	Paddy-field—swampy ground
Threshing—separating the	where rice is grown
grain from the straw	Obliged—is forced
Plantation—farm or ranch	

Koto is a little Japanese boy. Although there are many large cities in Japan, Koto has never seen any of them. The village in which he lives lies far away among the hills. Here a few small houses stand on either side of the road which is the one street of the village.

Koto's father has a farm. It is so small that the whole family is obliged to work very hard in order to make the land produce enough food to keep them alive. Even little Koto does his share. He helps to plant, cultivate and harvest the rice crop. This is hard work, because the rice plants are set out in the wet soggy ground of the paddy-field.

The moisture and the warm summer sun cause the weeds to grow even faster than the rice, and then Koto must wade in through the mud and pull them out. As soon as the rice is ripe, the men cut it and Koto helps to hang it on poles to dry and harden. Then comes the threshing.

Sometimes Koto goes with his sister to pick mulberry leaves for the silk worms that need to be fed several times every day. When there is no work for him to do at home, he can earn a few pennies by picking tea-leaves for the man who owns a large tea-plantation nearby.

Like other boys, this little Japanese loves to play; so, when his work is over, he amuses himself by spinning his top, or he joins his comrades who are flying their kites.

EXERCISE A.

- Underline:
1. The words that tell where Koto's village is.
 2. The word that tells the size of the farm.
 3. The words that tell when Koto plays.
 4. The words that tell the kind of ground in which rice is planted.
 5. The name of the leaves eaten by the silk worms.

EXERCISE B.

On the lines, write the words in their proper order:

- | | |
|-----------------|---------|
| (a) threshing | 1. |
| (b) planting | 2. |
| (c) cutting | 3. |
| (d) cultivating | 4. |
| (e) drying | 5. |

EXERCISE C.

Place the proper word from the number in each space:

If I have more than two apples in my pocket I can say that I have (1)

Last summer I helped my mother (2) the garden.

This (3) is too small to be called a town.

(4) has many large cities.

You may have my (5) of the money.

(6) oranges are sold at Christmas time.

Last summer I (7) my uncle in Japan. X

EXERCISE D.

In the following underline the word or words making the best ending:

1. In Japan there are (a) many large cities,
(b) few large cities,
(c) no large cities,
(d) towns only.

2. The ground where rice is grown is called
(a) a field,
(b) a rice field,
(c) a meadow,
(d) a paddy-field.

3. Rice is grown (a) on a mountain side,
(b) in wet ground,
(c) among stones,
(d) on poles.

4. The rice is hung on poles (a) to ripen,
(b) to be kept out of the way,
(c) to dry and harden,
(d) to thresh.

5. Silk worms must be fed (a) once in a while,
(b) once a day,
(c) at harvest time,
(d) several times a day.

Number of Answers 22. Number correct

READING EXERCISE No. 6

Secluded—hidden

Labrador—a country on North E. coast of North America

Bait—food used to attract fish or game

Inhabited—occupied

Trestle—a bridge or walk

Explorations—searches

Bedraggled—ruffled

Forepaws—front feet

Cargo—load carried by a boat

Secure—make safe

Darted off—ran away

Deliverance—rescue

In a secluded bay on the coast of Labrador there is a small island which fishermen sometimes visit in search of bait. The island is inhabited by many rabbits and other small animals. At one time a rough wooden trestle connected the island with the mainland but during a heavy storm the trestle was washed away.

A few days after the washing away of the trestle two fishermen called at the island in a small boat. They had just finished their explorations and were about to leave, when one of the men noticed a fox lying on the beach a short distance from where their boat was tied. The fox's fur was wet and bedraggled, and it looked as though he had been drowned and his body washed up with the tide. "Well," one of the men remarked, "the fur is worth something," and taking the fox carelessly by the tail and forepaws he flung him into the boat.

When they reached the mainland, the fox was thrown on the beach along with the rest of the cargo. Then the men turned away to secure their boats, but no sooner had they done so than the fox jumped up and darted off like a flash without even thanking the men for his deliverance.

EXERCISE A.

Underline the word or words making the best ending:

- (1) The story is chiefly about (a) fishing, (b) fishermen, (c) a fox, (d) a rabbit.
- (2) An important industry of Labrador is (a) fishing, (b) fox-farming, (c) hunting, (d) lumbering.
- (3) The island was inhabited by (a) fishermen, (b) rabbits and other small animals, (c) foxes, (d) Indians.
- (4) The climate of the coast of Labrador is sometimes (a) stormy, (b) cold, (c) rainy, (d) hot.

- (5) Fishermen used the island (a) to catch foxes, (b) to shoot rabbits, (c) to secure bait for fish, (d) to fish.
 - (6) The fox had gone to the island (a) to get bait, (b) to escape from the fishermen, (c) to lie on the beach, (d) to kill rabbits.
 - (7) The fox had reached the island (a) by walking over the trestle, (b) by swimming, (c) by using a boat, (d) by walking when the tide was out.
 - (8) When he was first seen by the fishermen he was (a) dead, (b) sleeping, (c) pretending to be dead, (d) waiting for the tide to go out.
-

EXERCISE B.

Underline the word or words in the story telling :

1. That the bay and island were uninhabited by people.
 2. That many rabbits and small animals lived on the island.
 3. That a bridge once connected the island with the mainland.
 4. That the fox had been in the water.
 5. That the fox was not a good swimmer.
 6. That the fox could run fast.
 7. Why foxes are valuable.
-

EXERCISE C.

Fill in the blanks with the proper word selected from the list at the right of the page :

- | | | |
|--|-------------|--------------|
| 1. London is | by millions | secluded |
| of people. | | bait |
| 2. The men were building a | across | secure |
| the river. | | inhabited |
| 3. The boys were reading of the | | situated |
| of Captain Cook. | | cargo |
| 4. The ship carried a heavy | | trestle |
| 5. The trappers were setting | to | explorations |
| catch the rabbits. | | |
| 6. The house along the shore was | | |
| in a very | spot. | |
| 7. The farmer drove to the shed and made his horse | | |

Number of answers 22. Number correct

READING EXERCISE No. 7

Seldom—not often

Probably—likely

Arranged—placed in order

Numerous—many

Abundant—the same as numerous

Victims—prey; the creatures captured or killed

Talons—the curved claws of birds of prey

The Owl is the only bird that really does his hunting at night. Even the Nighthawk seldom hunts long after sunset. You have probably noticed that an owl's eyes are very large, like those of a cat. This helps him to see at night. But we must remember that all owls can see more or less clearly by day; and some, like the Pygmy Owl, do most of their hunting at that time.

The feathers of owls are so formed and arranged that these birds can fly silently. Only its shadow on the moonlit meadow warns the Rabbits or the Mice that Death Wings, the Horned Owl, is abroad. This is the most harmful of the Owls, for it kills many useful birds. When wild game is scarce, it will visit the settlements and rob the hen-roosts. Every seven years Horned Owls become very numerous and come far south looking for food. These owls are most abundant in the north woods, where they feed on rabbits, grouse, squirrels, crows and every other living thing they can capture.

The common Barn Owl and the Screech Owl are very useful to man, for they feed largely on mice and other harmful animals. Like all birds of prey, the owls capture and kill their victims by means of sharp curved claws, called talons.

EXERCISE A.

Underline the words in the story which mean :

- | | |
|------------------------|-------------|
| 1. not often | 6. numerous |
| 2. dusk of the evening | 7. catch |
| 3. of use | 8. mostly |
| 4. villages | 9. prey |
| 5. abundant | 10. hooked |

EXERCISE B.

Fill in the blanks with suitable words found in the story :

1. The Nighthawk..... hunts..... after sunset.
2. The Pygmy Owl does most of his..... by.....
3. Owls fly.....
4. The most harmful of the owls is the.....
5. Every..... years the Horned Owl becomes very.....
6. The..... Owl and the..... Owl are very useful.

EXERCISE C.

Select from the second column suitable words or expressions to fill in the blanks:

1. The Owl's eyes are like those of..... rabbits
2. The Great Horned Owl is found mostly in..... hen-roosts
shadow
3. Owls kill by means of their..... a cat
4. Large owls feed on..... curved claws
5. Rabbits know that an owl is near by its..... the north woods
6. Farmers hate owls because they rob.....

EXERCISE D.

In the following underline the word or words making the best ending:

1. Owls can see (a) only at night,
(b) only by day,
(c) only at dusk,
(d) by night or by day.
2. Owls can fly silently, because (a) their bodies are light,
(b) their eyes are large,
(c) their feathers are made for silent flights,
(d) they cannot be heard at night.
3. The great Horned Owl is called Death Wings, because
(a) he kills with his wings,
(b) he always kills while flying,
(c) his wings are silent,
(d) his wings cast a dark shadow.
4. Horned Owls are worse than other owls, because
(a) they are larger,
(b) they come south every seven years,
(c) they kill useful birds,
(d) they visit the farmer's hen-roosts.

EXERCISE E.

Underline the sentences that make a true statement:

1. Owls are the only birds that hunt after sunset.
2. Owls can see only at night.
3. Owls fly very silently.
4. Horned Owls are most numerous in the north woods.
5. Owls kill by means of their beaks.
6. Most owls are useful to the farmer.

Number of answers 30. Number correct 30

READING EXERCISE No. 8

Professor—a very learned man	Usual—what one nearly always does
Purchase—something bought	Invented—made for the first time
Absent-minded—forgetful	
Absent—away	

Professor Bunny was the most absent-minded man in the whole wide world. While wondering whether the other side of the moon is the same as the one we see, he would sit down without first finding a chair. When leaving home, he would lock the door and leave the window beside it wide open. It was quite usual for him, when making a purchase, first to forget to pay the clerk, and then to leave without waiting for the change from his money. He was even known to wheel the baby to the post-office and walk home alone, reading the newspaper.

One day, the Professor placed his gloves in his hat and then put his hat on his head. In order to find his gloves, he put on his glasses. Before long, he forgot where his glasses were and began searching for them as well as for his gloves. At last he became discouraged and walked down the street. Upon meeting a lady, he raised his hat and out fell the gloves. He then picked them up and ran back to offer them to the lady, as he thought that she had lost them. "I wear only one pair of gloves at a time," she said, "and those certainly would not fit my hands."

Professor Bunny lived to a ripe old age. In his day the automobile had not been invented.

EXERCISE A.

In the story underline the words which tell that:

1. The Professor was very absent-minded.
2. He used a key to his house.
3. He often went to the store.
4. He often lost money when buying.
5. He had poor eyesight.
6. He lived a long time ago.

EXERCISE B.

On the blanks write the proper meaning of the words:

usual	.....	ask one to receive
discouraged	.....	made for the first time
ripe	.....	looking for
offer	.....	something bought
searching	.....	mellow
purchase	.....	disheartened
invented	.....	away
absent	.....	often done

EXERCISE C.

In the following, underline the word or words making the best ending:

1. Professor Bunny would often sit (1) on a chair, (2) on the floor, (3) on someone else's knee, (4) on a table.
2. He left the window open, because (1) he wanted to keep the house cool, (2) he was afraid of losing his key, (3) he never noticed it, (4) he had never been told to close it.
3. He did not always pay the clerk, because (1) he did not have the money, (2) he forgot, (3) he wanted to save the money, (4) he paid his store bill by the month.
4. He did not wait for his change, because (1) he was in a hurry, (2) he cared little for money, (3) he felt ashamed that he had at first forgotten, (4) he forgot that change was due him.
5. He took the baby to the post-office, (1) to leave it there, (2) to give it fresh air, (3) that he might use the baby-carriage for carrying home the mail, (4) so that it could see the people.
6. If Professor Bunny were living today, (1) he would not be absent-minded, (2) he would use an automobile, (3) he would have been killed by an automobile, (4) he would be in great danger when crossing a street.

Arrange the following thoughts in the right order: The Professor put on his gloves. He put on his glasses. He met the lady. He found the gloves. He became discouraged. He lost his gloves.

1.
2.
3.
4.
5.
6.

Number of answers 26. Number correct.....

READING EXERCISE No. 9

Popular—pleasing to many
people

Signal—sign

Space—room

Allowed—permitted

Umpire—a person chosen to
see that the rules are
followed

Requires—needs, demands

Apparatus—materials with
which to play

Opponent—one who opposes or
takes the other
side

Rapidly—quickly

Here is a game that is very old, but new to us. It was played by men who lived two thousand years ago, and it is still popular with the people of Italy.

The game requires little space and no apparatus. It is called Morra. The method of playing is very simple. Two players stand opposite each other. At a given signal each player raises a hand before him with one or more fingers held up. At the same time each calls out his guess of the total number of fingers held up by himself and his opponent.

The player who guesses right, scores one point. Of course, if both are right or both wrong, no score is allowed.

The game is played very rapidly and it is wise to have a third person to act as umpire and to keep the score.

EXERCISE A.

Underline in the story the word or words telling:

1. That the people of Italy like this game.
2. The name of the game.
3. The number that play at one time.
4. The number that tells how many points each player gets each time he guesses right.

EXERCISE B.

Write the words you have underlined on the lines. Place them in the same order as they are asked for in Exercise A.

1.
2.
3.
4.

EXERCISE C.

Re-write these sentences on the lines below, placing them in correct order:

- The umpire keeps the score.
- Each player calls out the number.
- Each player raises his hand.
- The players face each other.
- A signal is given.

1.
2.
3.
4.
5.

EXERCISE D.

Fill in the blanks with words taken from the list:

- | | |
|---|-----------|
| This work will (1) | unpopular |
| much money. | space |
| He made a (2) and the | sign |
| game began. | slowly |
| I do not know your name but I shall try to | umpire |
| (3) it. | rapidly |
| If a person is not liked by a great number of | allowed |
| people we say he is (4) | require |
| You (5) | opponent |
| a pencil in order to write. We are not | guess |
| (6) to play on the railroad tracks. | |
| As soon as the engine got up steam it travelled | |
| very (7) | |
| Once we played on the same team, but now | |
| he is my (8) | |
| The (9) put Jim off the field because | |
| he would not keep the rules. | |

EXERCISE E.

In each group underline the word or words which best complete the sentence:

1. This game is (a) new to us.
(b) new to the Italians.
(c) new to the opponents.
(d) new to the umpire.
2. The players begin when (a) they are ready.
(b) the umpire is ready.
(c) one is ready.
(d) a signal is given.

Number of answers 26. Number correct.....

READING EXERCISE No. 10

Avoid—keep away from

Nettles—plants that have stinging hairs on their leaves and stems

Stubble—when grain is cut it leaves short stiff sharp pieces of the stems. These short pieces of stems are called *stubble*.

Abounded—were very numerous

Trail—a path through the woods

Pest—a nuisance something that is troublesome and hard to get rid of

Scrap—bit or piece

Borne—carried

Provided—furnished or given

When we are grown up we avoid thistles as we avoid nettles, snakes and Poison-ivy; but as boys, we thought no more of walking bare-footed through a stubble-field, where thistles abounded, than we thought of turning hand-springs on the lawn or skipping along a woodland trail.

Goats and donkeys are almost the only animals that seem to like thistles as a daily food. A cow will sometimes take a thistle into her mouth; but she usually "makes a face", shakes her head and promises not to be so foolish again.

The big Bull-thistle lives for two years. After it comes into flower and forms its seed, this thistle dies down and never springs up again. But the Canada-thistle lives for many years. In fact, it would live forever if you did not dig it up and burn every scrap of it. The Canada-thistle has part of its stem underground, and from this stem shoots come up and roots go down. If you cut its underground stem into a dozen pieces, each piece will grow into a new plant. To get rid of this pest you must dig it up and burn every scrap of its underground stems.

Thistle seeds are borne by the wind for long distances. As in the case of the Dandelion, each seed is provided with a feathery balloon. Sparrows and other small birds are good friends to the farmer, for they feed largely on thistle and other weed seeds during the fall and early winter.

EXERCISE A.

Fill in the blanks with suitable words found in the story:

1. A thistle that lives only two years is the.....
2. The thistle that springs from an..... stem is the.....
3. Two animals that eat thistles are..... and.....
4. Birds such as..... feed on thistle.....

EXERCISE B.

Fill in the blanks with a word or words chosen from the list on the right:

- | | |
|---|-------------------|
| 1. Boys like to | dandelions |
| 2. Thistle seeds are like those of | step on thistles |
| 3. Grown up people do not care to | nettles |
| ..... | turn hand-springs |
| 4. Because of their prickles, thistles | sparrows |
| resemble | underground stems |
| 5. Canada-thistles have | |
| 6. In fall thistle seeds are eaten by | |

EXERCISE C.

Choose and underline the right word or words:

- Boys can walk bare-footed on thistles, because
 - they practise every day,
 - the soles of their feet have become hard,
 - they like to "show off",
 - goats and donkeys can.
- Thistle seeds are borne long distances by
 - donkeys,
 - boys,
 - water,
 - wind.
- Bull-thistles live
 - one year,
 - two years,
 - many years,
 - forever.

In former times they used to sow wheat and other grain by hand, scattering it right and left as they walked along. Now-a-days, the farmer has a machine, called a seeder, which plants the grain in regular rows, leaving a clear space of several inches between the rows. In a field where the ground is level and free from stones, the grain can be cut so as to leave very short stubble.

EXERCISE D.

Underline the words that make the best ending:

- Boys in former times did not mind walking over stubble, because
 - the grain had not been sown by a seeder,
 - the stubble was short,
 - they were used to going barefoot,
 - the ground was free from stones.
- It is easier to walk bare-footed in stubble
 - that is short,
 - that is long,
 - that is short and scattered,
 - that is long and in regular rows.
- They still sow grain by hand
 - on the prairies,
 - on old farms,
 - on land that has been partly cleared,
 - on hill-sides.

Number of answers 16. Number correct.....

READING EXERCISE No. 11

Adults—grown-ups

Requires—calls for

Exciting—thrilling

Assemble—gather together

Decide—agree upon

Selected—chosen

Essential—necessary

Imitates—copies

Represented—taken the place
of

Initial—first

Construct—build up

Recognizing—discovering

All children and most adults like to play games. Here is a game which you would enjoy playing at parties or with a group of young friends on stormy afternoons. It requires six or eight players to make it really interesting. It is not only exciting but also quite instructive, and even profitable, if properly played.

All the children assemble in one room. Then one player is made "it", and is asked to step outside while the others decide upon a word. The word selected should contain as many letters as there are players in the room, if not too many; but this is not essential. After the word has been agreed upon by the group each one chooses a letter and thinks of some animal or bird whose name begins with that letter. Then the player who has left the room is called in and asked to guess the word that has been chosen. To help him guess correctly, each player, in the proper order, imitates the animal or bird he has thought of. The one who has come in must first guess the animals represented and then, by putting the initial letters of their names together, construct the required word. If he has difficulty in recognizing the animal or bird from the imitation of its voice, its actions and habits may be imitated to assist him.

After the one guessing has succeeded in finding the correct word he takes his place in the group and another player is made "it" for the next word.

EXERCISE A.

In the following underline the word or words making the best ending:

1. The best name for the game is (a) Difficult words (b) Animals, (c) Bird and Animal words, (d) "It".
2. This game is best for playing (a) on the playground, (b) in the woods, (c) at parties, (d) in the fields.
3. This game requires (a) four players, (b) a small group of players, (c) twelve players, (d) any number of players.

- Don't Miss School Library*
4. The word is chosen by (a) the player who leaves the room, (b) a player in the room, (c) all the players in the room, (d) some of the players in the room.
 5. The word chosen should have as many letters as there are players in the room, because (a) it is essential, (b) it is a rule, (c) each player would have a letter to act, (d) a small word is easier to guess.
 6. The player who has left the room is called in (a) before the word is chosen, (b) after the word is chosen, (c) after the word is acted, (d) after he has guessed the word.
 7. The player must imitate the animal's (a) voice, (b) actions, (c) habits, (d) voice, actions or habits.
 8. This game would likely teach the players (a) History, (b) Geography, (c) Spelling, (d) Arithmetic.
 9. This game is usually played by (a) children, (b) adults, (c) animals, (d) birds.

EXERCISE B.

Fill in the blanks with the correct word from the list at the right of the page:

- | | |
|--|-------------|
| 1. The games were very | adults |
| 2. The letters of one's name | requires |
| are written in capitals. | assemble |
| 3. The boys attempted to an | decide |
| aeroplane. | essential |
| 4. In the play the girls Indians. | selected |
| 5. The children learned to wild | imitate |
| animals. | initial |
| 6. The man was so changed that I did not | construct |
| him. | recognize |
| 7. It is not that there be ten | exciting |
| players. | represented |
| 8. The football team a captain. | |
| 9. They could not who their | |
| leader should be. | |
| 10. Every Monday morning the children | |
| in the hall. | |
| 11. Children have more time to play than | |
| 12. To win the game great skill. | |

Number of answers 21. Number correct

READING EXERCISE No. 12

Council—a body of people who make plans

Consent—agreement

Resemble—look like

Thousands of boys across Canada are Wolf Cubs. As soon as they learn all the little Wolf Cubs should know, they become Boy Scouts. Just as the old wolf leader calls the animal pack to council, and sits in the centre with all the other wolves about him, pointing their noses to the moon and howling their consent to his plans, so the leader of the Wolf Cubs sits in the centre of the circle of boys, who put both hands to the sides of their heads and extend the first two fingers upward as ears. They resemble a band of real wolves as they give the call recognized by Wolf packs all over the world, "We do our best".

A boy before becoming a Wolf Cub must make a very solemn promise. It is this: I promise to do my best (1) to be loyal and do my duty to God, to the King, and to the law of the Wolf Cub pack, (2) to do a good turn every day. Our duty to the King is to respect the laws of our land made for the protection of us all. The law of the Wolf Cub pack is always to play the game of life fairly with the other fellow. The boy who does his good turn a day will find that in helping another he brings to himself the greatest happiness in the world.

The Wolf Cubs follow their leader into the great open spaces. They learn the signs of the trail, how to pitch camp, to build fires, and to take care of themselves in the wilds. They have drills and play games; they are trained to observe, listen and think, and not to expect others to take care of them. No wonder that every small boy wants to be a Wolf Cub!

EXERCISE A.

Underline the word or words in the story telling:

1. There are many Wolf Cubs in Canada.
2. The wolves hold their council at night.
3. When the Wolf Cubs visit the wilds, their leader goes ahead of them.

EXERCISE B.

In the blanks write the meaning of the words in the column on the left:

pack	.....	true
council	.....	hold forth
extend	.....	band
consent	.....	think well of
solemn	.....	guarding
loyal	.....	people planning together
respect	.....	agreement
protection	.....	serious

EXERCISE C.

Write the best answer to each:

1. The best title to the story is (1) Boy Scouts, (2) Wolf Cubs, (3) Young Wolves, (4) The Council of Wolves.
2. A Wolf Cub, when he is older, becomes (1) a Boy Scout, (2) a wolf, (3) a leader, (4) a soldier.
3. Wolves hold their council at night, (1) so that no other animal can see them, (2) because they hunt in the daytime, (3) because they hunt at night, (4) because they like to be together.
4. Wolf Cub packs are formed so that (1) little boys may have a good time, (2) they may look like wolves, (3) they may be useful men, (4) they may learn how to make fires.
5. A Wolf Cub promises (1) to tell the truth, (2) to go to bed early, (3) to do a good turn every day, (4) to become a Boy Scout

EXERCISE D.

Write below the statements that are true:

1. Wolf Cubs are found only in Canada.
2. The call of the Wolf Cub pack is "We do our best".
3. A Wolf Cub keeps himself clean.
4. A Wolf Cub tells the truth.
5. A Wolf Cub tells the teacher that others have done wrong.
6. A Wolf Cub walks along the street with his fingers to his ears so that he will look like a wolf.

1.
2.
3.

Number of answers 20. Number correct

READING EXERCISE No. 13

Mortal—man, belonging to a person

Compelled—forced

The people of Ancient Greece believed in many gods and goddesses who dwelt on Mount Olympus and governed the sun and the sea, the storms and the stars. The nymphs, fair maidens of the woods and streams, could not be seen by mortal eyes, but each cared for the tree or the spring that was her home.

Echo was one of the mountain nymphs who attended the goddess Diana. She told such charming stories that gods and men alike were compelled to stay and listen. Even Jupiter loved to sit and hear these wonderful tales.

Juno, the Queen of Heaven, became terribly angry when she found that the king of all the gods was spending so much time away from high Olympus listening to the chatter of this beautiful nymph. She determined to punish the story-telling maiden. She took from her the power of speech.

Poor Echo could no longer tell her delightful tales. She faded away until she became nothing but a voice. But even the voice was no longer her own. To this very day she may be heard sending back from the hills the last notes of the hunter's horn or the last words of his call.

EXERCISE A.

Underline the word or words telling:

- (1) where the nymph, Echo, lived,
- (2) the name of the King of the Gods,
- (3) where the old Greek gods were supposed to live,
- (4) what Juno took away from Echo,
- (5) where Echo's voice comes from at the present day.

EXERCISE B.

Write on the lines the words that best complete the following statements:

- (1) Some of the nymphs were maidens of the
- | | |
|-----|---------|
| (a) | sea, |
| (b) | storms, |
| (c) | woods, |
| (d) | stars. |

- (2) The Queen of Heaven was
- | | |
|-----|----------|
| (a) | Juno, |
| (b) | Echo, |
| (c) | Diana, |
| (d) | Jupiter. |

- (3) Diana was a (a) nymph of the woods,
 (b) nymph of the streams,
 (c) goddess,
 (d) mortal.
- (4) Echo's stories were interesting to (a) Olympus,
 (b) Ancient Greece,
 (c) Juno,
 (d) Jupiter
- (5) Juno (a) punished all the nymphs,
 (b) listened to the chatter of the nymph,
 (c) punished Echo,
 (d) lost her voice.
- (6) Echo could not be seen by (a) men,
 (b) Jupiter,
 (c) Juno,
 (d) the gods.
- (7) Olympus was the home of (a) the Greeks,
 (b) the nymphs,
 (c) mortals,
 (d) the gods.

EXERCISE C.

On the lines write three words from the story telling what kind of stories Echo told:

- (1) (2)
 (3)

EXERCISE D.

Choose from column II the meanings of the words in column I, and write them on the lines:

I.

II.

- | | | |
|----------------|-------|-------------|
| (1) ruled | ..... | 3 lived |
| (2) tales | ..... | 5 waited on |
| (3) dwelt | ..... | 1 governed |
| (4) attended | ..... | 4 decided |
| (5) determined | ..... | 2 stories |

EXERCISE E.

In the brackets in front of the following sentences place the numbers 1-5 to show the order in which these events occurred:

- () Echo faded away.
 () Juno punished Echo.
 () Jupiter listened to the Nymph's stories.
 () The voice of Echo repeats the last words or notes of hunter.
 () Juno became very angry.

Number of answers 25. Number correct

READING EXERCISE No. 14

Voyage—a journey on the
water

Cargo—goods carried on a ship

Towing—pulling along by
means of a rope

Stern—rear end of a boat

Crisp—stiff, starched, prim

Section—part

Hoist—raise

Obliged—compelled, forced

Spotlessly—without dirt

Josephine lives in Belgium. Although she is ten years old she has never lived on land. At the same time she has never been very far away from it, for her father owns a canal boat or barge, and this boat is also their home.

In his boat, Josephine's father carries goods from one part of Belgium to another. Sometimes he makes longer voyages and takes cargoes into Holland or France.

When the canals are wide, the sails of the boat are hoisted and the wind carries it merrily along, but when there is no wind, or the canals are narrow, Josephine's father or her big brother is obliged to get out and walk along the tow-path at the side of the canal, towing the barge after him at the end of a long rope. Then Josephine sits in the stern with her mother and helps to steer.

Part of the boat is fitted up like a house and Josephine and her mother keep this section spotlessly clean. Everything is freshly painted in bright colours, and crisp curtains hang in the windows over pots of gay flowers.

Josephine has her cat and dog and her dolls to play with, but she often longs for other companions. When she sees the girls and boys playing on the banks of the canals, or groups of young people on their way to school, she thinks how delightful it would be if her father would sell his boat and buy a real home for them in some village.

EXERCISE A.

- Underline: 1. The name of the country in which Josephine lives.
2. The name of two other countries.
3. The word that means "pulling the boat".
4. Another word for "boat".
5. The name of *one* of Josephine's pets.

EXERCISE B.

In each space write the correct word from the list:

- A canal-boat is sometimes called a (1) barge ✓
Yesterday I saw a wrecking car (2) voyage ✓
an automobile to the garage. steer ✓
I saw an old steam boat. It had a paddle wheel at the (3) village ✓
It is a long (4) around the towing ✓
world by water. spotlessly ✓
You cannot (5) a boat stern ✓
without a rudder. group ✓
We saw a (6) of boys playing football.
A small town is sometimes called a (7)
Mother keeps the kitchen table (8)
clean.

EXERCISE C.

In each group underline the word or words making the best ending:

1. A barge is a kind of (a) boat, (b) canal, (c) stern, (d) bank.
2. The sails are hoisted when (a) it is calm, (b) the canals are narrow, (c) the canals are wide, (d) the canals are long.
3. Josephine's house is (a) towed behind the boat, (b) built on the bank of a canal, (c) built on the boat, (d) in a village.
4. Josephine's father has a barge, because (a) he likes to have picnics on it, (b) he has to live on it, (c) he makes his living with it, (d) it is a good play house for Josephine.
5. The little girl wishes to live on land, because (a) she gets seasick on the barge, (b) she does not like to steer, (c) she often drops her doll in the water, (d) she is often lonely on the barge.
6. The sails are not raised when the barge is in the narrow canals, because (a) they are too tall, (b) the men like to tow the boat, (c) there is not room to steer the boat, (d) they make too much noise.

7. The part of the boat in which Josephine lives is

- (a) dark and dismal,
- (b) dirty and untidy,
- (c) bright and cheerful,
- (d) damp and slimy.

8. The barge travels (a) in Holland only,

- (d) in Holland, Belgium and France
- (c) in Holland and Belgium,

Number of answers 21. Number correct.....

READING EXERCISE No. 15

News—reports of the things that are happening in the world

Different—not the same

Scoured—rubbed to make clean and bright

Comrades—friends, companions

Solid foods—meat, vegetables, porridge

Pleasure—fun, good time, joy

Market—a place where goods, especially such things as fruit, vegetables and eggs are sold

“Well, it has been different with me,” said the Iron-Pot, next to which the Matches lay. “From the very beginning of my life I have been first put on the fire, and then scoured. The solid foods are my care, and I am, in fact, the most important thing in the house. My only pleasure after dinner is to stand neat and clean upon the shelf, and have a quiet talk with my comrades. With the exception of the Pail, which sometimes gets out into the yard, we lead a very quiet life. The only one to bring us any news is the Market-basket; but he talks too freely about people. Why, it was only yesterday, I think, that the old jug fell off the shelf from sheer fright and broke into pieces”.

EXERCISE A.

Draw a line under the word or words making the best ending:

1. The iron pot was used most of all

- (a) to boil water,
- (b) to pour water into the pail,
- (c) to cook food in,
- (d) to carry things in from market.

2. What the iron pot liked to do best of all was
 - (a) to make porridge for breakfast,
 - (b) to make soup for dinner,
 - (c) to sit by the fire,
 - (d) to have a quiet talk with his friends after he had been cleaned.
3. News was brought by
 - (a) the tinder-box,
 - (b) the matches,
 - (c) the market-basket,
 - (d) the pail.
4. The market-basket was not liked because
 - (a) he could not hold water,
 - (b) he did not like the fire,
 - (c) he talked too much,
 - (d) he quarrelled with the jug.

EXERCISE B.

Choose the proper word from column B to fill in the blanks in column A.

- | A | B |
|---|-----------|
| 1. When dinner is over the dishes are washed and the pots and pans are..... | different |
| 2. The pot, the pail, the jug and the matches were very good..... | news |
| 3. We are always glad to hear good..... | solid |
| 4. Iron is a..... but water is not. | scoured |
| 5. When our work is done we all enjoy a little | pleasure |
| 6. A jug is quite..... from a basket. | comrades |

EXERCISE C.

Write sentences to show which words in column A match the words in column B.

- | A | B |
|--------------|-------|
| pot | milk |
| jug | eggs |
| basket | books |
| shelf | soup |

Number of answers 14. Number correct.....

READING EXERCISE No. 16

Aviator—one who flies	Achievements—great deeds
Exploits—daring deeds	Insists—demands, urges
Thrilling—exciting	Refused—denied, objected to
To conquer—to overcome	To consent—to agree to
Cyclone—fierce wind storm	Prairie—a level grassy plain
Exhibition—a display	Marvellous—wonderful

George intends to be an aviator like his Uncle Jerry. Ever since he received a toy plane for Christmas he has thought of nothing else. He reads everything he can find in the papers of the wonderful exploits of the airmen and has learned a good deal of Geography while tracing their flights on the maps of his atlas. Kingsford-Smith is his greatest hero. How closely he follows all the thrilling achievements of the great airman and dreams that some day he may do something almost as marvellous! Perhaps he may even conquer the broad Pacific Ocean.

Mother is worried. She is sure that flying is still far too dangerous, and hopes that George will change his mind. She refused to consent even to his going up with Uncle Jerry who was flying at the Toronto Exhibition. Of course George was very much disappointed and wrote about it to his cousin Joan, who lives on a farm north of Saskatoon. Joan replied that if George lived on the prairies during a cyclone he might get a chance to fly without a plane.

Father smiles at all George's talk and reminds him that it is time for his lessons.

EXERCISE A.

Underline the word or words making the best ending:

1. George (a) admires his uncle, (b) dislikes his uncle, (c) is afraid of his uncle, (d) never speaks of his uncle.
2. When he received a toy plane for Christmas George was (a) disappointed, (b) pleased, (c) angry, (d) sad.
3. He likes to read about (a) Geography, (b) aeroplanes, (c) heroes, (d) the exploits of the aviators.
4. His greatest hero is (a) his Uncle Jerry, (b) his father, (c) his cousin Joan, (d) Kingsford-Smith.
5. He hopes some day (a) to build an airship, (b) to fly across the Pacific Ocean, (c) to fly across the Atlantic Ocean, (d) to go to Saskatoon.

6. George's mother (a) wishes him to fly, (b) is afraid that flying is too dangerous, (c) wishes him to become a farmer, (d) wishes him to fly with Uncle Jerry.
7. George (a) has never been up in a plane, (b) was up with his Uncle Jerry, (c) was up with his cousin Joan, (d) was up with his father and mother.
8. When his mother refused to consent to his going up with his uncle, George wrote to (a) his father, (b) his cousin, (c) his uncle, (d) his friend.
9. Joan lives (a) in Saskatoon, (b) in Toronto, (c) on a farm, (d) in Winnipeg.
10. Where Joan lives it is sometimes very (a) cold, (b) rainy, (c) hot, (d) windy.

EXERCISE B.

Underline the word or words in the story telling:

1. What George intends to become.
2. The name of George's uncle.
3. What he learned while reading about the airmen.
4. The name of George's greatest hero.
5. How his mother feels.
6. Where his Uncle Jerry was flying.
7. How George felt when he was not allowed to fly.
8. Where there are cyclones.

EXERCISE C.

Fill in the blanks with the correct word from the list at the right of the page:

1. One who flies in an aeroplane is called an consent
..... cyclone ✓
2. The men in the circus performed some achievement
wonderful insists ✓
3. The ride on the horses at the exhibition marvellous ✓
was quite aviator ✓
4. During a the roof was exploits ✓
blown off a house. thrilling ✓
5. The boys liked to read about the great
..... of the airmen. ✓
6. The teacher that George
must learn his history lesson. ✓
7. The work of the beavers was truly
8. George's mother would not
to his learning to fly.

Number of answers 26. Number correct

READING EXERCISE No. 16

Aviator—one who flies

Exploits—daring deeds

Thrilling—exciting

To conquer—to overcome

Cyclone—fierce wind storm

Exhibition—a display

Achievements—great deeds

Insists—demands, urges

Refused—denied, objected to

To consent—to agree to

Prairie—a level grassy plain

Marvellous—wonderful

George intends to be an aviator like his Uncle Jerry. Ever since he received a toy plane for Christmas he has thought of nothing else. He reads everything he can find in the papers of the wonderful exploits of the airmen and has learned a good deal of Geography while tracing their flights on the maps of his atlas. Kingsford-Smith is his greatest hero. How closely he follows all the thrilling achievements of the great airman and dreams that some day he may do something almost as marvellous! Perhaps he may even conquer the broad Pacific Ocean.

Mother is worried. She is sure that flying is still far too dangerous, and hopes that George will change his mind. She refused to consent even to his going up with Uncle Jerry who was flying at the Toronto Exhibition. Of course George was very much disappointed and wrote about it to his cousin Joan, who lives on a farm north of Saskatoon. Joan replied that if George lived on the prairies during a cyclone he might get a chance to fly without a plane.

Father smiles at all George's talk and reminds him that it is time for his lessons.

EXERCISE A.

Underline the word or words making the best ending:

1. George (a) admires his uncle, (b) dislikes his uncle, (c) is afraid of his uncle, (d) never speaks of his uncle.
2. When he received a toy plane for Christmas George was (a) disappointed, (b) pleased, (c) angry, (d) sad.
3. He likes to read about (a) Geography, (b) aeroplanes, (c) heroes, (d) the exploits of the aviators.
4. His greatest hero is (a) his Uncle Jerry, (b) his father, (c) his cousin Joan, (d) Kingsford-Smith.
5. He hopes some day (a) to build an airship, (b) to fly across the Pacific Ocean, (c) to fly across the Atlantic Ocean, (d) to go to Saskatoon.

6. George's mother (a) wishes him to fly, (b) is afraid that flying is too dangerous, (c) wishes him to become a farmer, (d) wishes him to fly with Uncle Jerry.
7. George (a) has never been up in a plane, (b) was up with his Uncle Jerry, (c) was up with his cousin Joan, (d) was up with his father and mother.
8. When his mother refused to consent to his going up with his uncle, George wrote to (a) his father, (b) his cousin, (c) his uncle, (d) his friend.
9. Joan lives (a) in Saskatoon, (b) in Toronto, (c) on a farm, (d) in Winnipeg.
10. Where Joan lives it is sometimes very (a) cold, (b) rainy, (c) hot, (d) windy.

EXERCISE B.

Underline the word or words in the story telling:

1. What George intends to become.
2. The name of George's uncle.
3. What he learned while reading about the airmen.
4. The name of George's greatest hero.
5. How his mother feels.
6. Where his Uncle Jerry was flying.
7. How George felt when he was not allowed to fly.
8. Where there are cyclones.

EXERCISE C.

Fill in the blanks with the correct word from the list at the right of the page:

1. One who flies in an aeroplane is called an consent
..... cyclone
2. The men in the circus performed some achievement
wonderful insists
3. The ride on the horses at the exhibition marvellous
was quite aviator
4. During a the roof was exploits
blown off a house. thrilling
5. The boys liked to read about the great
..... of the airmen.
6. The teacher that George
must learn his history lesson.
7. The work of the beavers was truly
8. George's mother would not
to his learning to fly.

Number of answers 26. Number correct

READING EXERCISE No. 17

Stubs—dead trees that are still standing but have lost their limbs

Searching—hunting for

Damage—harm

Acquired—learned

Horizontal—straight across; the top and bottom of a blackboard
are horizontal

Regularly—at the same time; as, every hour or once a day

Tipsy—drunken

Our largest woodpecker is the Cock of the Woods or the Log Cock, a name that was given to him because of his habit of ripping logs to pieces in search of grubs. This bird is almost as big as a crow, has a long white neck and a bright red head. His home is in the deep forests of the north, where, like most woodpeckers, he earns an honest living by freeing our trees of their insect pests.

Next in size to the Log Cock comes the Yellow-hammer, Flicker or High-hole, who nests in dead stubs but finds most of his food on the ground or in rotten logs. He is very fond of ants, which he captures by forcing his long sticky tongue into their nests. The angry ants cling to his tongue by dozens and the Flicker draws them into his mouth.

The Hairy Woodpecker and Little Downy are much smaller in size than the Flicker; but they really do more good, because they are always busy searching the bark of trees and shrubs, in company with Chickadees and Nuthatches, for the tiny insects that do so much damage to our orchards and forests.

There are some woodpeckers, however, that have acquired the bad habit of tapping trees for sap. These birds are known as Sapsuckers. You will often see horizontal rows of little holes in the trunk or branches of maple, apple or other smooth-barked trees. To these holes the Sapsucker comes regularly to sip up the sap with his brush-tipped tongue. It is to be hoped that the farmer will be very careful not to shoot his good friends, Hairy and Little Downy, in mistake for these tipsy suckers. The black-and-white markings of Hairy and Downy should make it easy to know them apart from the Yellow-bellied or Red-breasted Sapsuckers.

EXERCISE A.

Fill in the blanks with words found in the story:

1. Next in size to the Log Cock is the.....
2. The smallest of our useful woodpeckers are.....
and.....
3. The only harmful woodpeckers are..... and.....

4. Hairy and Little Downy have..... markings.
5. The tongue of a sapsucker is.....
6. The..... is almost as big as a.....
7. The Yellow-hammer nests in.....
8. He finds most of his food on the..... or in.....

EXERCISE B.

Fill each blank with the right word or words taken from the second column:

- | | |
|---|----------------------|
| 1. The Log Cock has a..... | brush-tipped tongue |
| ..... | Hairy and Downy. |
| 2. Ants are the favorite food of..... | bright red head. |
| ..... | smooth-barked trees. |
| 3. A sapsucker has a..... | the Flicker. |
| ..... | dead stubs. |
| 4. Woodpecker's nest in..... | |
| | |
| 5. Chickadees and Nuthatches hunt with..... | |
| 6. Sapsuckers attack..... | |

EXERCISE C.

Underline the word or words making the best ending:

1. Hairy and Little Downy are usually seen

(a) in the deep north woods,	(c) on a rotten log,
(b) in a field,	(d) in orchards.
2. The farmer can tell the difference between useful and harmful woodpeckers by their

(a) size,	(c) tongues,
(b) color,	(d) feet.
3. The Flicker gets at the ants by means of

(a) scratching on the ground,	(c) hammering on trees,
(b) pecking at logs,	(d) his long sticky tongue.
4. The Log Cock is most useful to

(a) farmers,	(c) orchards,
(b) lumbermen,	(d) chickadees.

Number of answers 18. Number correct.....

READING EXERCISE No. 18

Exertion—effort

Merely—only

Destination—the place where one is going

Locomotive—a moving steam-engine

Roundhouse—a building where a locomotive is housed and repaired.

George Day must have been nine years old and he may have been ten when he had his first ride on the train. He rode all the way from Calgary to Winnipeg and back and did not know half an hour before train time that he was going. Mr. Day merely said, "I will take the boy, has he any clean clothes?" and that was that. George was not allowed even to ask questions. His mother scrubbed his face, the maid polished his shoes and put them on. Sister Ann ironed his necktie, while Father held his watch and made remarks that roused each to greater exertions.

Mr. Day took a section in the rear Pullman of the train, so George had a whole seat for himself, even though his ticket was only half-fare. All day they rode across the level prairie, which was being seeded with wheat by the busy farmers. At Medicine Hat, the tired engine that had made the run from Calgary crept into the roundhouse and a fresh locomotive was coupled to the train. Some men with hammers tapped the wheels of the cars, while others with ladders climbed on the roof of each car and put fresh water and ice into the drinking-fountains. Soon the train was again gliding along the band of rails, speeding eastward into the night. The smiling Negro porter made up the sleeping-berths and, seizing George by the legs, hoisted him into the upper one, where he slept like a bird in a tree-top. Of his meals in the dining-car and of all he saw from his seat by the window, there is not space to tell. As they neared their destination, the porter appeared and whisked off every speck of dust from the passengers. Mr. Day, when his turn came, gave the porter a dollar, and George, not to be outdone, handed him a whistle, at which the Negro smiled just as broadly as he did at the dollar.

EXERCISE A.

In the story underline the words which tell that:

1. George had never before been in Winnipeg.
2. Sister Ann must have been older than George.
3. George had friends in Winnipeg.
4. He saw many things from the window.
5. Mr. Day and George did not bring their food from home.

EXERCISE B.

From the list in column II choose the right meaning for each word in column I, and write it in the blank after the word:

I	II.
allowed	efforts
roused	the man who drives the engine
exertions	stirred up
prairie	the man who fires the engine
engineer	joined
coupled	let
hoisted	flat, open country
fireman	travellers
passengers	raised up

EXERCISE C.

Underline the word or words making the best ending.

- George was (1) ten years old, (2) eight years old, (3) nine years old, (4) eleven years old.
- They left Calgary (1) in the morning, (2) at noon, (3) in the afternoon, (4) in the evening.
- The time of the year was (1) summer, (2) spring, (3) autumn, (4) winter.
- Father held his watch so that (1) he would not forget it, (2) he would know when the train was due, (3) he could see how the time was going, (4) the maid would work faster.
- Medicine Hat is (1) east of Winnipeg, (2) east of Winnipeg and Calgary, (3) west of Winnipeg, (4) west of Winnipeg and Calgary.
- The porter brushed off the passengers who left the train, because (1) they had been sleeping in their clothes, (2) their clothes were very dusty, (3) he hoped for a small present of money, because of his kindness during the trip, (4) he had a good whisk-broom.

EXERCISE D.

Arrange the following by numbering in the order in which they happen in the story:

- () Sister Ann ironed George's necktie.
- () George rode from Winnipeg to Calgary.
- () Mr. Day said, "I will take the boy."
- () The porter made up the sleeping-berths.
- () George travelled from Calgary to Winnipeg.
- () Some men tapped the wheels.
- () All day they rode across the level prairie.

Number of answers 27. Number correct.....

READING EXERCISE No. 19

Vineyards—a place where grapes are grown

Picturesque—beautiful, as in a picture

Entrancing—delightful

Doomed—fated

Mystic—mysterious, not like an ordinary person

For scores and scores of miles the famous Rhine River flows swiftly between steep, high banks on its way northward through a lovely section of Germany. Beautiful vineyards clothe the hillsides and on the tops of many of the steepest of the hills are ancient castles and picturesque towers, where fierce lords and fair ladies dwelt in days gone by.

Many legends are told of this historic old river and of its castles, its towers, its cliffs and its islands. There is in the Rhine, at one point, a great rock on which a beautiful maiden, called the Lorelei, used to sit combing her hair with a jewelled comb, while she sang the most entrancing songs.

No-one could resist this wonderful music. Any poor fisherman who saw and heard the maiden was doomed to destruction. He forgot his fishing, forgot his boat and the dangerous waters ahead, and could do nothing but gaze and gaze at the mystic maiden,

“Till over boat and boatman
The Rhine’s deep waters run;
And this with her magic singing
The Lorelei hath done.”

EXERCISE A.

Underline the words in the story that tell:

- (1) what are found on the hillsides,
- (2) that the Rhine is a well-known river,
- (3) what kind of men used to live in the castles.
- (4) how the fisherman looked at the Lorelei,
- (5) that the Lorelei was not an ordinary person.

EXERCISE B.

Choose from column II the meanings of the words of column I and write them on the lines:

I.

II.

- | | | |
|-----------------|-------|----------------|
| (1) picturesque | ..... | story |
| (2) ancient | ..... | ruin and death |
| (3) destruction | ..... | bewitching |
| (4) famous | ..... | very old |
| (5) entrancing | ..... | well known |
| (6) legend | ..... | beautiful |

EXERCISE C.

Write the words that best complete the following statements:

- (1) The Rhine flows from (a) south to north.
(b) north to south.
(c) east to west.
(d) west to east.
- (2) The Lorelei was (a) a rock in the Rhine.
(b) a maiden.
(c) an ancient castle.
(d) an entrancing song.
- (3) The part of Germany mentioned in the story is
(a) uninteresting.
(b) flat.
(c) dreary.
(d) lovely.
- (4) The Lorelei was (a) kindly.
(b) ugly.
(c) a friend of the fishermen.
(d) cruel.

EXERCISE D.

Use words taken from the list at the right to fill the blanks in the following sentences:

- We sailed safely past the (1) rapids. picturesque
- Many an interesting (2) is dangerous
told of the olden days. mystic
- After the (3) of their house destruction
by fire the poor people had to live in tents. legend
- The artist painted the (4) old house.
- No-one could understand the (5)
meaning of the old saying.

Number of answers 20. Number correct

READING EXERCISE No. 20

Warily—in a careful or watchful manner

Exit—a way out

Old Sol—the sun

Place of concealment—hiding place

Descended—came down

Abandoned—gave up, left or forsook

Expressed—showed by the way in which she acted or spoke

Amazement—surprise

Exhibited—displayed, showed

Marvellous—wonderful, strange

Related—told

Concerning—about

Determined—made up his mind

Hindered—held back, stopped

Long before Old Sol peeped above the eastern horizon Jack very warily crept out of his place of concealment and made a hasty exit with the magical hen. He ran until he reached the top of the beanstalk which he quickly descended, although somewhat hindered by his costly prize. His mother was delighted to see him, for she had abandoned all hope of his return. She expressed the greatest amazement when Jack exhibited the hen that could lay golden eggs?

Both Jack and his mother were now very rich and lived happily for a long time. But Jack never forgot the marvellous tale which the fairy had related concerning his father and which had led to his first journey up the beanstalk, and so he determined to climb the beanstalk once more?

EXERCISE A.

Draw a line under the words making the best ending:

1. Jack ran away with the hen

- (a) before sunrise,
- (b) after sunset,
- (c) just as the sun rose,
- (d) as soon as it was quite dark.

2. An exit is a place
 - (a) to hide in,
 - (b) to keep hens in,
 - (c) a way out of a building, ↑
 - (d) to keep eggs in.
3. Jack's mother was delighted to see him again, because
 - (a) she was waiting for the eggs,
 - (b) she was afraid Old Sol had caught him,
 - (c) it was getting dark,
 - (d) she had given up all hope of his return.
4. Jack and his mother became very rich, because
 - (a) they had a supply of beans,
 - (b) the hen laid golden eggs for them,
 - (c) the fairy gave them money,
 - (d) Old Sol helped them.

EXERCISE B.

In a large building you often see a door with a red light over it, and the word "EXIT" printed in large letters.

If you went through this door you would find

- (a) a wash-room,
- (b) a lunch-room,
- (c) a way out of the building,
- (d) a hen-house.

EXERCISE C.

Fill in the blanks with the proper word selected from the list at the right of the page.

1. A hollow log would be a good place of abandoned
..... for a hunted fox. exhibited
2. A cat that had climbed to the top of a warily
telephone pole was not able to marvellous
3. The crew the sinking ship. concerning
4. The children a fine related
lot of vegetables at the fall fair. concealment
5. The Indians approached the bear's den very descend
6. The old trapper used to tell us
stories of his adventures with wild animals.
7. The old sailor many stories
about ships but he had very little to say
..... himself.

Number of answers 12. Number correct

READING EXERCISE No. 21

Furniture—chairs, tables, etc.	Preparation—getting ready
Glow—shining with heat	Suffocate—choke from lack of air
Considered—thought to be	Advantage—benefit
Bucket—pail	Sufficiently—enough
Moisture—dampness	Process—way of doing
Community—people of the same neighborhood	Peasant—a term applied to a country man in Europe
Ventilation—means of supplying fresh air	

A real Russian bathroom has no tub, no water, and no soap. It is a bare room with a stone floor and brick walls. Its only furniture is a brick stove in the centre of the room and wide shelves around the walls.

In preparation for a bath, a fire is lighted in the stove, which becomes so hot that the bricks glow. Of course the room becomes very hot too, for there are no windows and there is very little ventilation. As soon as the room is considered hot enough, the bather takes off his clothes, enters, and stretches out on one of the lower shelves.

Soon the perspiration begins to run, and one would imagine that the bather would suffocate. But no, he is not yet warm enough. The servant comes in and throws buckets of water on the glowing stove. Clouds of steam fill the room and the bather climbs to a higher shelf to take advantage of this additional heat and moisture.

When the bather thinks that his skin has been sufficiently cleansed, he begins to cool off. This is done by having the servant pour water over him. At first the water is warm, then cool. Cold water completes the process. This closes the pores of the skin and makes it safe for the bather to go out into the frosty air.

Small houses in the country have no bathrooms, but in each village there is usually a bath-house that is used by the whole community. It is said that the peasant children are so accustomed to this kind of bath that, even after being so thoroughly steamed, they cool off by throwing themselves into a bank of snow.

EXERCISE A.

Underline the word or words telling:

1. that the room is almost empty.
2. what the stove is made of.
3. that it is sometimes cold in Russia.
4. what is made when water is thrown on the stove.
5. that the village bath-house is used by all the people of the village.

EXERCISE B.

Write in each blank space the correct word taken from the list:

- When we take a bath, we use (1) sufficiently
and (2) lights
We usually bathe in a (3) steam
In Russia, the bather does not enter the water
(4) until it is (5) pours
The heat in the room causes the (6) soap
..... to run off the bather. suffocate
The servant (7) the fire and bath-tub
(8) on the (9) steam
After a short time in the room the bather bath-room
(10) enough
The bather is not warm (11) until perspiration
the room is full of (12) perspires
If there were no air in the room the bather
would (13)

EXERCISE C.

In each of the following groups underline the word or words making the best ending:

1. The best name for this kind of bath would be
(a) a steam bath,
(b) a water bath,
(c) a cold bath,
(d) a shower bath.
2. We say that a red hot coal (a) blazes,
(b) smoulders,
(c) glows,
(d) flames.
3. The steam is caused by (a) boiling the water,
(b) cooling the water,
(c) freezing the water,
(d) throwing the water on the stove.
4. The bather goes to a higher shelf (a) to cool off,
(b) to get warmer,
(c) to get dry,
(d) to rest.

Number of answers 22. Number correct.....

READING EXERCISE No. 22

- | | |
|-------------------------------------|--|
| 1. Colonists—early settlers | 7. Privation—want, state of
being without |
| 2. Shrines—altars, holy places | 8. Abundant—plentiful |
| 3. Celebration—time of
rejoicing | 9. Sufficient—enough, plenty |
| 4. Lacrosse—an Indian game | 10. Decreed—ordered |
| 5. Revels—frolics | 11. Fall—autumn |
| 6. Originated—caused to be started | |

Thanksgiving is perhaps one of the oldest of our festive days. Long before there was a Christmas or a Hallowe'en, people gathered together to give praise and thanks to the gods for the bountiful harvest. In some countries great shrines were built to the harvest god and everywhere from the earliest times feasts and revels were held in celebration of the successfully gathered harvest.

Thanksgiving, as we know it in North America, however, originated with the early Pilgrims who came to Plymouth in 1620. These colonists brought with them memories of the Harvest Home Festivals of the Old Land. They landed late in the fall and during the first winter many of them died of privation and cold. The following autumn, however, they had an abundant harvest of wheat and Indian corn. In addition nuts and wild fruits sufficient for the winter, had been gathered from the forest. There was such a feeling of joy that Governor Bradford decreed a whole week of Thanksgiving. Great preparations were made. Women spent days in baking and roasting good things in readiness for a grand feast. The Indians were invited and came bringing pumpkins, Indian corn, and wild turkey from the forest. The feast was spread on a huge table out of doors and everyone in the colony gathered round. It resembled a picnic for the whole community.

After the feast there was much dancing among the Indians who played Lacrosse and taught the settlers how to hunt the wild turkey. But most important of all the Pilgrims did not forget to thank God in prayers and hymns of praise for His goodness.

EXERCISE A.

Draw a line under the word or words making the best ending:

1. Thanksgiving Day was first celebrated by (a) primitive people, (b) the Pilgrim Fathers, (c) the English, (d) the early Christians.
2. In early times the people thanked the gods for (a) good weather, (b) good health, (c) good crops, (d) victory in battle.

3. In some countries shrines were built to (a) the God of War, (b) the Harvest God, (c) the God of Love, (d) harvest festivities.
4. The first Thanksgiving Day in North America took place in (a) 1620, (b) before 1620, (c) 1621, (d) after 1621.
5. The Pilgrims came to North America in (a) 1620, (b) 1621, (c) 1492, (d) 1763.
6. They came from (a) Scotland, (b) England, (c) Ireland, (d) France.
7. They landed at (a) Boston, (b) New York, (c) Halifax, (d) Plymouth.
8. They came in (a) spring, (b) summer, (c) autumn, (d) winter.
9. The first Thanksgiving celebration lasted (a) a week, (b) a day, (c) two days, (d) a month.
10. The Indians brought with them to the feast (a) wheat, (b) nuts, (c) wild fruits, (d) wild turkeys.
11. The Indians taught the Pilgrims to play (a) foot-ball, (b) baseball, (c) Lacrosse, (d) tennis.
12. The most important part of the Thanksgiving ceremony was (a) dancing, (b) playing Lacrosse, (c) hunting the wild turkey, (d) the religious services.
13. Turkey was first eaten by (a) Indians, (b) Pilgrims, (c) primitive people, (d) people of the Old Land.

EXERCISE B.

Underline the word or words in the story telling:

1. The people who first observed Thanksgiving Day in North America.
2. The name given "Thanksgiving Day in the Old Land".
3. What things the Pilgrims harvested during the first year.
4. The name of their first Governor.
5. Who were invited to the Thanksgiving Feast.
6. What the guests brought with them to the Feast.
7. Where the Feasts were held.
8. The games played by the Indians.

Number of answers 21. Number correct.....

READING EXERCISE No. 23

Molly Cottontail—the common rabbit

Appetite—desire for food

Succulent—juicy and tender

Grumpy the Porcupine had been feeding on hemlock twigs and pine bark all winter. He had squatted on a stout branch near the trunk of an evergreen tree while storms raged or snow fell in large soft silent flakes. His only companions had been wrens, chickadees and squirrels. These little creatures did not know just what to think of Grumpy, so they scolded him well and told him what they would do if he dared to move a bristle.

But Grumpy was quite happy in the silent lonely woods and he paid not the slightest attention to the twittering and chattering of bird or beast. Even when Bobtail the Lynx on one occasion snarled and spat at him, Grumpy just went on with his dinner, rasping off the juicy bark of the pine with his chisel-like front teeth. Bobtail took good care to keep his distance from Grumpy's spiny tail, and, backing down the tree, announced to the world that Molly Cottontail makes a much better meal than Old Quill Pig the Porcupine.

When spring rains melted the snow, and warm sunshine tempted bees and butterflies to travel the misty air-ways in search of early flowers, Grumpy lost his appetite for pine-bark and hemlock-twigs. With funny grunts, squeals and squeaks he backed down the tree and shuffled over the ground in search of green grass and succulent lily-pads.

EXERCISE A.

In the blank spaces fill in the right word or expression from column 2.

Bobtail feeds on.....	bark ✓
Among Grumpy's winter companions are.....	lily-pads ✓
Bobtail was afraid of Grumpy's.....	teeth ✓
In winter porcupines feed on.....	rabbits ✓
In spring porcupines feed on.....	wrens ✓
Grumpy rasps off the bark with his.....	spiny tail ✓

EXERCISE B.

Select words from the story to fill in the blanks:

1. Chickadees..... Grumpy well.
2. Grumpy..... on a stout branch.
3. Bobtail..... and..... at Grumpy.

4. Another name for Grumpy the Porcupine is.....
5. Grumpy's winter food is..... and.....
6. In spring he feeds on..... and.....

EXERCISE C.

Write the word "Yes" after the statements that are true:

1. A porcupine has soft fur.
- X 2. Bobtail is covered with quills.
3. Squirrels go to sleep all winter.
4. Squirrels and wrens are companions of Grumpy.
5. Lily-pads grow on trees.
6. The Porcupine and the Lynx come down a tree backwards.
7. The Cottontail is a grass.
8. During winter porcupines feed on twigs and bark.
9. Porcupines like company.
10. The Porcupine's front teeth are chisel-shaped.

EXERCISE D.

Underline the word or words making the best ending:

1. The Porcupine's back and tail are covered with
(a) soft fur, (b) stiff quills, (c) scales, (d) feathers.
- ✓ 2. He lives mostly in trees, because
(a) he likes to eat fruit, (b) he likes to be with the birds,
(c) he finds his food there, (d) he is safe from enemies there.
3. *Grumpy* is a name given to the Porcupine, because
(a) he lives in the trees, (b) he sings like a bird,
(c) he is fond of company, (d) he likes to be alone.
4. Animals and birds keep away from the Porcupine, because
(a) he is grumpy, (b) they are afraid he may bite them,
(c) they are afraid of his quills, (d) he smells like a skunk.

EXERCISE E.

Number the following sentences in the same order in which they occur in the story:

- () Grumpy just went on with his dinner. ✓
- () He backed down the tree and shuffled over the ground.
- () Bobtail took good care to keep his distance. ✓
- X () These little creatures did not know just what to think. ✓
- () Grumpy lost his appetite for pine-bark. ✓
- () But Grumpy was quite happy. ✓
- () Warm sunshine tempted bees and butterflies. ✓
- () They scolded him well. ✓

Number of answers 34. Number correct.....

READING EXERCISE No. 24

Eternal—lasting forever

Slumber—sleep

"Don't you ever grow weary of sitting in your wheel-chair all day long, Grandpa?" asked little Mary. "Do you not long to travel on big ships over the ocean or to see strange lands from an airship?"

"You have no idea of how much I travel," said Grandpa. "Yesterday, I rode nearly twenty thousand miles and to-day I shall ride just as far. In turning over once every twenty-four hours, the great world on which we live whirls us through space at the rate of nearly one thousand miles an hour. Without the least charge for a ticket, we are being carried night and day on the back of Mother Earth at a speed ten times as fast as that of the swiftest train."

"What makes the Earth turn round?" asked Mary.

"That I do not know," said Grandpa. "I doubt whether even the wisest man can answer that question. It would seem as though the kind Earth knew that we need the quiet darkness for rest and sleep while she turns our faces from the sun for a few hours. And when we are deep in slumber, the growing plants on the other side of the world are gaining new strength from the life-giving rays of the sun."

"Suppose the old Earth should stop some day, just to let some one off!" said the child.

"If the Earth were to stop suddenly," replied Grandpa, "we should all fly off. One side of the world would be scorched by the everlasting rays of the sun and the other side would dwell in eternal night."

EXERCISE A.

Read the story carefully and put brackets round the sentences that are true:

1. The sun shines all the time.
2. Grandpa did not wish to leave the wheel-chair.
3. It costs nothing to travel with the earth.
4. Grandpa could not walk.
5. The swiftest train travels half as fast as the earth.
6. The earth turning round makes summer and winter.
7. Mary longed to travel in an airship.
8. Eternal night means darkness forever.
9. We buy a ticket to travel on the train.
10. It is day at the same time all over the earth.
11. Plants grow while we sleep.
12. The Earth is more than a thousand miles round.
13. Mary did not feel sorry for Grandpa.
14. The earth stops when people want to get off.
15. The earth turns round seven times in a week.
16. Grandpa thinks that nobody knows why the earth turns round.
17. The earth turning round causes day and night.
18. Mary was not interested in Grandpa's story.
19. Plants do not grow during the night.
20. Grandpa was a cheerful man.
21. Everybody knows that the earth turns round.
22. We should not stop travelling, even though the earth should stop.
23. The earth knows that we sleep better in darkness.
24. Wise men can answer every question.

EXERCISE B.

From the list in column II, choose the right meaning for each word in column I and write it in the blank after each word:

Column I.	Column II.
weary	<u>turns swiftly</u>
idea	<u>rate of travelling</u>
whirls	<u>tired</u>
charge	<u>sleep</u>
speed	<u>burned on the surface</u>
slumber	<u>thought</u>
scorched	<u>lasting forever</u>
eternal	<u>ask to pay</u>

Number of answers 32. Number correct.....

READING EXERCISE No. 25

Pixies—fairies	
Gnomes—dwarfs living within the earth	
Elves—mischief-making little fairy people of the woods	
Forbore to—kept from	
Impish—like an imp or mischievous spirit	
Sacrifice—to offer or give up as a victim; the person or thing given up	Lightsome—gay
Sward—grass	Toll—a tax or tribute

Long, long ago, when the world was still young, and the fairies and the elves, the pixies and the gnomes still dwelt in the land, a little maid named Nerida lived in a cottage far from all other dwellings. So kind and thoughtful was she, so merry and full of cheer, that everyone loved her. The fairies played with her, dancing for her their airy dances which no-one else might see, and weaving for her their fairy chains of flowers. Even the mischievous elves forbore to annoy her, although they took a keen delight in playing on everyone else their thousand and one impish tricks.

But, alas, to the land there came a fearsome dragon who wasted the fields with his fiery breath, and took a terrible toll of the flocks and herds of the poor country-people. At last it reached the ears of Nerida that only if a maiden, of her own free will, gave herself up to be devoured by the cruel monster, would he cease from troubling the land. She determined to sacrifice herself.

Once more, for the very last time, she went to play with the fairies, only this time, instead of watching their lightsome dances, she danced for them, and then went forth to give herself up to be torn by the sharp teeth and claws of the dragon. But the fairies, although they had no power over the dragon, decided that the maiden's unselfish sacrifice must never be forgotten. On the sward, where she had danced, wherever her dainty foot had touched the ground, they caused to appear a graceful little snow-drop, as pure and sweet as Nerida herself. Since then this beautiful little flower has always come very early in the year to show that the dread dragon winter has gone.

EXERCISE A.

Write on the lines:

- (1) two words describing the dances of the fairies.
(a) _____, (b) _____
- (2) the name of the most mischievous of the fairy folk,
(c) _____

- (3) the word describing the dragon's breath, (d)
 (4) three words describing the snowdrop,
 (e), (f), (g)
 (5) a word describing the dragon, (h)

EXERCISE B.

On each line write one word taken from the story:

The storm took a terrible (1) of the ships
 in the Channel.

Nerida freed the land of the dragon by her (2)
 (3)

The flocks and (4) were (5)
 by the dragon.

The coming of the (6) shows that
 winter has gone.

EXERCISE C.

Underline the word or words best completing the following sentences:

- (1) Chains of flowers were woven for Nerida by
 (a) the elves, (c) the dragon,
 (b) the fairies, (d) the gnomes.
- (2) The elves played their tricks on
 (a) the dragon, (c) everyone,
 (b) the fairies, (d) everyone except Nerida.
- (3) The fairies wanted people to remember Nerida's
 (a) beauty, (c) sacrifice,
 (b) cheerfulness, (d) graceful dancing.
- (4) When Nerida played with the fairies, she usually
 (a) watched them dance, (c) played tricks on them,
 (b) danced for them, (d) made chains of flowers
 for them.

EXERCISE D.

Find in column II the meanings of the words of column I and write them on the lines.

I.

II.

- | | | |
|----------------|-------|-----------|
| (1) annoyed | ..... | stopped |
| (2) determined | ..... | destroyed |
| (3) dreaded | ..... | vexed |
| (4) wasted | ..... | feared |
| (5) ceased | ..... | decided |

Number of answers 23. Number correct

READING EXERCISE No. 26

Respected—well thought of

Possessed—had, owned

Disposition—temper, natural manner

Favourite—liked or loved beyond all others

Step-mother—when her mother died and her father married again, this second wife would be the child's step-mother

Jealous—being angry or having unfriendly feelings toward some one who is more clever or better liked than yourself

Damsel—maiden, young girl

Complained—found fault with

Cinders—ashes or remains from a fire

Shabbily clad—dressed or clothed in poor or worn out clothing

There was once an honest and greatly respected man who lived very happily with his wife and little daughter. Now the little girl was not only very beautiful but had a lovely disposition so that she became a great favourite with everyone who knew her. Unfortunately, her mother died while she was still very young and her father soon married again a widow who was the proudest and most bad-tempered woman in the country, and her two daughters—for I must tell you that she had two little girls of her own—were in everything just like their mother.

Now the step-mother had not been married a single day, before she became jealous of the little girl who was so different from her own two daughters. What did she do but give her all the hard work of the house to look after! But our poor little damsel never complained; indeed she did not dare to speak about her ill-treatment to her father, who thought his new wife was perfect. When her work was done, she used to sit in the chimney corner among the cinders, and from this the two sisters gave her the name of Cinderella. But Cinderella, although she was shabbily clad, was prettier than they, with all their fine clothes.

EXERCISE A.

Draw a line under the word or words making the best ending.

1. Cinderella's father was
 - (a) very wealthy.
 - (b) liked by widows.
 - (c) well liked by everybody.
 - (d) unkind to his children.
2. When Cinderella's mother died her father married
 - (a) a damsel.
 - (b) his step-mother.
 - (c) a kind, sweet-tempered woman.
 - (d) a widow.
3. The step-mother
 - (a) had a lovely disposition.
 - (b) was proud and bad-tempered.
 - (c) was a great favourite.
 - (d) liked to sit among the cinders.
4. The one who was jealous was
 - (a) the step-mother.
 - (b) Cinderella.
 - (c) the widow's daughters.
 - (d) Cinderella's father.
5. The little girl was called Cinderella, because
 - (a) she was shabbily clad.
 - (b) she never complained.
 - (c) she used to sit in the chimney-corner.
 - (d) she became a great favourite.

EXERCISE B.

Peter and Hugh attended the same school. Their teacher noticed that Peter was always quarreling with other boys. He was always running to the teacher with tales about someone being unfair or unkind to him. He seemed to dislike Hugh very much because Hugh ranked first in the class and had been chosen captain of the football team. Hugh never quarreled, never ran with tales to the teacher, and was liked by everybody.

Now which boy

Boy's name

- (a) possessed a lovely disposition
- (b) was jealous
- (c) was a favourite
- (d) complained

.....
.....
.....
.....

EXERCISE C.

A prince wore a suit of the finest purple velvet.

A tramp wore a long faded linen coat and an old tattered straw hat.

Which one was shabbily clad?

Number of answers 10. Number correct

READING EXERCISE No. 27

Comrade—companion, friend	Tit-bit—a small dainty piece
Glutton—one who eats more than he needs	Colonel—the officer commanding a regiment
Regiment—a number of companies united under the command of a colonel	Disguised—changed in appearance
	Dispatched—finished quickly
	Wager—to bet, a bet

There was once a soldier who could never get enough to eat. No matter how much food was placed in front of him, he always asked for more. Some of his comrades called him a glutton, but most of the men of the regiment boasted of their friend with the big appetite. Often they tried to give him so much food that he would be forced to stop eating, but they were never successful. Sometimes they made wagers with strangers as to the amount he could eat, and the strangers always lost.

Even the colonel of the regiment became interested and one day wagered with a colonel of another regiment that his man could eat a whole sheep. The man who was always hungry promised to do his best, and the whole regiment gathered round at the time set for the trial.

The colonel, fearing that this time the man might fail, had secretly ordered the cook to serve the sheep in separate dishes and disguised in different forms. When all was ready the meal began.

First, a tub of soup, made from the bones, was dispatched by the soldier; then a platter of cutlets (enough for a whole family for several days) disappeared. Joint by joint the whole sheep was devoured and at last the soldier turned to his Colonel and said, "Sir, will you please ask the cook not to send in any more of these tit-bits, as I am afraid that soon I may lose my appetite. If that happens, I shall not be able to eat the sheep and you will lose your wager."

EXERCISE A.

In the story underline the word or words meaning:

1. the friends of the soldier.
2. the highest rank in the regiment.
3. that there were a great many cutlets.
4. a "bet".
5. that the whole sheep was eaten.

EXERCISE B.

In each of the blank spaces write a word taken from the list that will complete the sentence correctly:

- | | | |
|--|----------------------------------|----------------------|
| I will make a (1) | with you about the game. | generally
soldier |
| Jack used to eat heartily, but now he is sick and has lost his (2) | | glutton
regiment |
| A man who joins the army becomes a (3) | | appetite |
| The turkey was served on a large (4) | | successful |
| Were you (5) | in your examinations? | secretly |
| We (6) | have breakfast at eight o'clock. | disguised
wager |
| The soldier stole (7) | away. | platter |
| He was (8) | and we did not recognize him. | |
| He joined a (9) | and went to the war. | |
| Sam eats so much that everyone calls him a (10) | | |

EXERCISE C.

In each of the following groups underline the word or words best completing the sentence:

1. A glutton is a person, who (a) has a good appetite,
(b) eats more than he needs,
(c) does not eat enough,
(d) eats very often.
2. The men in the regiment (a) tried to starve the man,
(b) were ashamed of him,
(c) tried to satisfy his hunger,
(d) paid no attention to him.
3. The Colonel is (a) the regiment,
(b) a simple soldier,
(c) a glutton,
(d) the commanding officer of the regiment.
4. The soldier (a) knew he had eaten the sheep,
(b) could not eat the sheep,
(c) was expecting the sheep to be brought in.
(d) did not want to eat any more.
5. The man did not know he had eaten the sheep, because
(a) it was disguised,
(b) he had had so little to eat,
(c) the helpings had been so small,
(d) he had a big appetite.

Number of answers 20. Number correct.....

READING EXERCISE No. 28

Vehicle—a carriage

Spokes—bars in a wheel

Shafts—handles in front of a vehicle

Lanes—narrow roads

Sandals—flat soles or slippers worn to protect the feet

Invalid—helpless

Mode—manner or method

“Tabi”—socks worn by “ricksha men”

Traffic—objects moving along the road

Gait—way of moving along the road

Perambulator—baby carriage

Popular—pleasing to the people

In China, Japan, and other eastern countries, people use a strange little vehicle called a jinricksha. The word means “man-power-cart” or a vehicle pulled by a man. Western visitors to these countries are always much amused when they see a “ricksha” passing down the street.

The “ricksha” is a small, two-wheeled, rubber-tired cart with a covered seat. It is pulled by means of shafts, the front ends of which, like the handles of a baby-carriage, are joined by a cross-bar. The wheels have wire spokes like those of a bicycle, but are much larger, and for the protection of the passengers are usually partly encircled by mud-guards similar to those of an automobile.

The little “ricksha” man trots along between the shafts apparently with the greatest ease. Sometimes even with a heavy passenger, he covers twenty or thirty miles a day. He never seems to stop for rest or to change his gait from a brisk dog-trot. He is dressed in tight-fitting blue trousers and blouse. Around his head is wrapped a large white towel and on a hot summer day a wide-rimmed umbrella-shaped hat protects him from the fierce rays of the sun. His feet are shod with white cloth socks called “tabi”. He never wears shoes or sandals.

The “ricksha” is not very old. Indeed, as compared with most things in eastern countries, it is very modern, having been used first in China, about sixty years ago, by an American missionary, who made one out of an old perambulator for the benefit of his invalid wife. The idea spread like wild-fire. Soon thousands of jinrickshas were used in every eastern city, and even today, in spite of broad paved streets and the swifter and more powerful motor-cars, the “ricksha” is a popular mode of travel.)

EXERCISE A.

Underline the word or words making the best ending:

1. The "ricksha" was first used in (a) China, (b) United States, (c) Japan, (d) other eastern countries.
2. "Western visitors" means people from (a) western Canada, (b) western Australia, (c) Europe and America, (d) West Indies.
3. The "ricksha" is pulled by (a) a horse, (b) a man, (c) a donkey, (d) an engine.
4. In hot weather the "ricksha man" wears on his head (a) a cap, (b) an umbrella, (c) a large towel, (d) a large hat.
5. He wears on his feet (a) sandals, (b) "tabi", (c) shoes, (d) moccasins.
6. The "ricksha" is (a) very old, (b) fairly old, (c) comparatively modern, (d) a recent invention.
7. It was first used by (a) the Chinese, (b) an American, (c) the Japanese, (d) a little boy.
8. It was first used for the benefit of (a) a child, (b) a man, (c) the "ricksha" man, (d) a woman.
9. At the present time the "ricksha" is used (a) very little, (b) a great deal, (c) only by the wealthy, (d) only by the poor.

EXERCISE B.

Underline the word or words in the story telling:

1. The meaning of the word "jinricksha".
2. How western people feel when they see a "ricksha".
3. How far a "ricksha" can travel in a day.
4. What the "ricksha man" wears on his feet.
5. How long ago it was first used.
6. From what the first "ricksha" was made.

EXERCISE C.

Fill in the blanks with words selected from the list on the right.

In China and Japan people ride in small.....	sandals
An..... has to be carried because he cannot walk.	gait
In some countries people wear..... instead of shoes.	mode
There was very heavy..... on the streets and.....	vehicles
The horse trotted at a fairly rapid.....	invalid
In some countries they have a strange..... of travel.	traffic
	lanes

Number of answers 22. Number correct.....

READING EXERCISE No. 29

Suitable—good, fitting one's needs

Ambled—wandered slowly along

Apparently—so far as we can see

Noticeable—easy to be seen

Scurried—ran fast or rapidly

Acorn—the nut of an oak tree

Haunches—back legs

Sniffed—drew in her breath through her nose

Comical—funny

Disgust—strong dislike

Bounded—went in leaps

Mound—a heap of earth

Entrance—the way in

Vacate—leave

Mrs. Hum Opoots the Skunk had been busy all summer in field and wood-lot searching for grubs, beetles, grasshoppers, mice, nesting birds and, in fact, anything she could lay her paws on that would help to feed her large family.

Of her eight little ones she had lost three. With those that remained she was now searching in the wood-lot for a suitable place in which to pass the winter. She and her children ambled along the leaf-strewn trails apparently paying no attention to anything around them, except what was under their noses. Their black and white coats made the skunks very noticeable, but this fact did not seem to worry Mrs. Skunk or her family.

Squirrels scurried here and there, each with a hickory-nut or an acorn in his mouth; bluejays scolded overhead; and an old she-bear who had been robbing a near-by orchard, sat up on her haunches to get a better look at this advancing army. She sniffed, wrinkling her pig-like nose and cocking her ears in a very comical way. When Mrs. Bear had fully made up her mind that a family of skunks were headed her way, she gave a snort of disgust, wheeled to the right and bounded off through the brush, headed for the deep woods.

Finally Mrs. Skunk and her family came to an old maple-tree growing on a mound. Between two of the roots there was a hole, with a brown head blocking its entrance.

"This is our winter home," said Mrs. Skunk.

"But who is that with the beady eyes, sitting in the doorway?" asked one of the little skunks.

"Oh, that is Mr. Groundhog!" said Mrs. Skunk, raising her tail as she advanced; "you will see him leave in a minute." But it took less than ten seconds for Mr. Groundhog to vacate his comfortable dugout and scamper away.

EXERCISE A.

Fill in the blank spaces with suitable words found in the story :

1. Mrs. Skunk had spent the summer in
and
2. She along the trails.
3. Mr. Groundhog had a comfortable where he
hoped to spend the
4. Mrs. Bear would spend the winter in the
5. "Oh, that is", said
6. It took less than for Mr.
to his

EXERCISE B.

In each case underline the word or words making the best ending :

1. Mrs. Skunk does not run from other animals, because
(a) she is stronger than any other animal, (b) she is
very brave, (c) she is stupid, (d) she knows that other
animals leave her alone.
2. Mrs. Skunk and her family were looking for (a) beetles
and grasshoppers, (b) birds' nests, (c) groundhogs,
(d) a place to spend the winter.
3. Mrs. Bear left in a hurry, because (a) she had been
stealing apples, (b) she wanted to find a den for winter,
(c) she was afraid the skunks might hurt her, (d) she
did not like skunks.
4. Skunks are most useful, because (a) their fur is valuable,
(b) they frighten away bears, (c) they eat harmful
insects, (d) they make nice pets.

EXERCISE C.

Fill in the blanks with the right word or expression from the
second column :

- | | |
|--|----------------|
| 1. Skunks eat | nuts ~ |
| 2. Mother Bear had been stealing | beetles |
| 3. The squirrels were storing up | a large family |
| 4. Bluejay | scampered away |
| 5. The Bear | scolded |
| 6. Mrs. Skunk had | apples |
| 7. The Groundhog | sniffed |

Number of answers 17. Number correct

READING EXERCISE No. 30

The cold glacier, solid with ice and snow, sat on the mountain-top and chilled the gentle breeze. But the sun, getting higher each day, warmed the face of the glacier and made him shed tears, which trickled down the wrinkles of the mountain-side to form a little brook. Ever gaining in size as it was joined by its brothers, the brook became a rushing stream, plunging and leaping down the rocky steep on its way to a far-off home in the ocean. During the long journey, in which the little brook grew to a mighty river, the course of waters gladdened the valley through which it passed. Huge trees grew on the moist ground by the stream. Timid animals quenched their thirst in the little pools of the brook. Fish swam in even the shallow waters. Cities and towns piped drinking-water from the upper courses of the stream. Logs were floated down the waterway to busy saw-mills. Orchards and fields were watered from the obliging river. Rich soil was carried down the mountain-side and spread in the valley, as the singing waters sped on their way. A part of the river ran through a power-house and turned the big wheels which make electricity. Well might the waters of the river say, "We pass this way but once, so we do all the good we can."

EXERCISE A.

From the list in Column II choose the right meaning for each word in Column I and write it in the blank after the word:

chilled.....	voyage·
glacier.....	cooled·
trickled.....	satisfied their thirst
journey.....	easily frightened·
course.....	friendly
moist.....	ran slowly·
shallow.....	thick snow on the mountain-tops·
obliging.....	current
soil.....	not deep·
quenched.....	wet·
timid.....	earth·

EXERCISE B.

Underline in the story the words which tell that:

1. The glacier cooled the breeze.
2. The tears of the glacier made a brook.
3. The cities piped drinking-water from the mountain.
4. The soil came from the mountain.
5. The valley was fruitful.

EXERCISE C.

Underline the sentences that make a true statement :

1. Many people lived in the valley.
2. The glacier was near the ocean.
3. Wild animals lived on the mountain-side.
4. The whole river ran through the power-house.
5. It was a long river.

EXERCISE D.

In the following underline the word or words making the best ending:

1. The glacier was made of (a) rock, (b) soil, (c) ice and snow, (d) tears.
2. The brothers of the little brook were (a) glaciers, (b) streams, (c) rivers, (d) other little brooks.
3. Timid animals lived (a) on the mountain-side, (b) far down the river-valley, (c) near the ocean, (d) on the glacier.
4. The one which was of the greatest use to the valley was (a) the saw-mills, (b) the river, (c) the fish, (d) the orchards.
5. Huge trees grew near the stream, because (a) they shaded the banks, (b) they sheltered timid animals, (c) they could easily be floated down to the mills, (d) their roots needed water.
6. The glacier shed tears, because (a) he felt sorry, (b) the weather was hot, (c) he had chilled the breeze, (d) it was a long way to the ocean.
7. No water was taken from the river for (a) electricity, (b) drinking water, (c) orchards and fields, (d) floating logs.
8. Fish swam in (a) the shallow water only, (b) the deep water only, (c) both deep and shallow water, (d) only in the little pools.
9. Cities and towns piped drinking-water from the upper course of the stream, because (a) the water far up was cleaner, (b) water runs down hill, (c) logs were floating farther down, (d) orchards and fields used the lower waters.
10. The best title for this story is (a) The Glacier, (b) The River, (c) the River-Valley, (d) The Uses of a River.

Number of answers 31. Number correct.....

READING EXERCISE No. 31

Touch—come in contact with

Mr. and Mrs. Smithson always talk over interesting bits of news from the evening paper as they sit at table for a few minutes after dinner. Donald and his sister join in the conversation with their parents. In fact, Mr. Smithson enjoys hearing the children express their opinions about the happenings of the day.

One evening the paper told the story of an accident that had occurred in the city quite near to the Smithson's home. Jack Holden had been giving his little friend Bobbie Hanson a ride on the handlebars of his bicycle. He had fallen on the slippery pavement and Bobbie had been thrown under the wheels of a passing truck.

"That is just what Mr. Johnson was talking about at school today," said Donald. "It's a pity Jack was away. The accident occurred this morning just about the time Mr. Johnson was telling us how to use our bicycles sensibly. By the way, Dad, I haven't a red reflector at the back of mine and I believe it's against the law to ride after dark without one. Will you help me to put one on?"

"I heard that Jack was crossing the street-car tracks when he was thrown," said Kathleen.

"Yes, wet rails are dangerous," said her father. "How do you cross them, Don?"

"I go across as straight as I can. It's safest to cross at right angles, Mr. Johnson told us, because then the wheel does not come in contact with the rail for more than an inch or two."

EXERCISE A.

Underline the word or words in the story telling:

- (1) the name of Jack's friend.
- (2) what kind of pavement Jack fell on.
- (3) where Mr. Johnson was talking about safe bicycle riding.
- (4) when the accident happened.
- (5) how Mr. Johnson wanted the boys to ride their bicycles.

EXERCISE B.

The dictionary gives the following meanings for the word *express*:

Underline the one that explains the meaning of the word as it is used in the story:

- express—
- (a) plain.
 - (b) clear.
 - (c) press or squeeze out.
 - (d) utter or set forth in words.
 - (e) messenger sent on a special errand.

EXERCISE C.

Underline the words which best complete the following statements:

- (1) Mr. Smithson (a) thinks that children should be seen and not heard.
(b) does not care to sit at table after dinner.
(c) talks over the news with Mrs. Smithson only.
(d) talks over the news with Mrs. Smithson and the children.
- (2) Kathleen (a) was told how the accident happened.
(b) read in the paper that the accident had occurred when Jack was crossing the street-car tracks.
(c) saw the accident happen.
(d) knew nothing about the accident.
- (3) Mr. Johnson spoke to his class about safe bicycle riding,
(a) the day before the accident happened,
(b) the day after the accident happened,
(c) shortly before the accident happened,
(d) about the time the accident happened.
- (4) The accident occurred (a) at noon,
(b) in the morning,
(c) in the afternoon,
(d) after dinner.

EXERCISE D.

On the lines write the following sentences in correct order, putting first the one telling what happened first:

Donald asked his father to help him with his reflector.

Mr. Smithson opened his paper.

The accident occurred.

Kathleen told what she had heard.

Donald came home for dinner.

- (1)
(2)
(3)
(4)
(5)

Number of answers 15. Number correct

READING EXERCISE No. 32

Game—wild birds or animals, the flesh of which may be used for food	Guests—people asked to the feast
Come of age—reach the age of twenty-one years	Behaviour—actions, doings
Abundance—more than enough	Bargain—what we agreed upon
Occasion—event, time of happening	Amazed—very much surprised
Halibut—deep-sea fish	Reasoned with—tried to make him change his mind
Partner—one with whom you share your work.	Whim—fancy, odd notion
	Porter—gate-keeper

There was once a king who gave orders that a great feast should be held in honour of his eldest son who had just come of age. There was an abundance of meats, game and fruit for the great occasion but no fish, as the sea had been very rough.

On the very morning of the feast, however, a poor fisherman came to the palace with a large halibut. The King and his guests were delighted when they saw the fine fish which had been brought, but they were very much surprised at the behaviour of the fisherman.

“How much do you ask?” said the King.

“Not a penny, your Majesty,” replied the fisherman. “No, I will not take money. One hundred lashes on my bare back is the price of my halibut.”

The King and those around him were amazed at the words of the fisherman and made every effort to persuade him to take money as his pay. They reasoned with him in vain. At length the King said,—“Well, well, this man has a strange whim but we must have the fish, so lay on lightly and let the price be paid in our presence.”

After fifty lashes had been given, the fishermen cried out, “Hold, hold! I have a partner in this business and it is only right that he should get his share.”

“What! are there two such fools in the world?” said the King. “Where is your partner?”

“You will find him at your own gate,” replied the fisherman. “He is your porter and he would not allow me to enter the palace until I promised that he should have half of whatever I should get for my fish.”

“Oh, ho!” said the King, “bring him in at once. He shall certainly receive his half.”

The porter was brought in at once and had to take his share of the payment. He was then dismissed from the King’s service but the fisherman was given a large purse filled with gold pieces.

EXERCISE A.

Draw a line under the word or words making the best ending:

- (1) There was plenty of everything for the feast except
(a) guests, (b) porters, (c) fish, (d) game.
- (2) The King gave a great feast, because
(a) the guests were fond of fish,
(b) it was his son's twenty-first birthday,
(c) many hungry people had come to the palace,
(d) he wished to reward the fisherman.
- (3) The fisherman had made a bargain with
(a) the halibut,
(b) the King,
(c) the guests,
(d) the porter.
- (4) The bargain which the fishermen made was:
(a) to give the porter half of whatever he should get,
(b) to bring a fine halibut to the feast,
(c) to take fifty lashes as his share,
(d) to see that his partner received fifty lashes.

EXERCISE B.

Fill in the blanks with the proper words chosen from the list on the right.

- (1) A feast is generally an for
much merry-making. reasoned ·
whim
- (2) The King had asked a large number of
to the feast. persuade ·
partners ·
- (3) They could not understand what strange
caused the fisherman to ask bargain ·
for fifty lashes as his pay. guests ·
occasion
- (4) Although they with him
they could not him to
take any money.
- (5) As the fishermen had made a
with the porter, he and the porter
were

EXERCISE C.

What share of the payment did the porter receive?

Answer

EXERCISE D.

Draw a line under the words in the story telling:

- (a) how the fisherman was rewarded.
- (b) why the King had given the feast.
- (c) what they thought about the fisherman.

Number of answers 13. Number correct

READING EXERCISE No. 33

Common—usual	Peculiar—especially belonging to
Curved—arched	Space—place
Propels—forces forward	Prow—front end of a boat
Passengers—the people trav-	Required—needed
elling by train, boat or other means of conveyance	

How would you like to live in a city where the street in front of your house was a river, and where you had to get a boat if you wished to cross the road to borrow a book from your friend?

That is what you would have to do if you lived in Venice. In this city many of the streets are canals and people go about in boats instead of in street-cars. Now-a-days some of the boats have motors, but the most common type is still a boat peculiar to Venice, called a gondola. It has a curved prow and sometimes a covered space for the passengers. The gondolier stands at the stern and propels the boat with a long oar. Two gondoliers are required if the gondola is large.

All the children in this city are good swimmers. Sometimes a mother ties her small son with a long rope to a pole in front of the house, and puts him into the canal to swim. She watches carefully, and if necessary uses the rope to pull him in. If mother does not wish her small son to play with the bad boy next door, she shortens the rope so that they cannot swim together.

The largest canal in Venice is known as the Grand Canal. It is lined on both sides with beautiful homes, fine shops, and marble palaces. It might well be called the main street of Venice. In recent years many of the smaller canals have disappeared. They have been filled in and now appear as real streets. The people find that solid roads are more convenient and useful. They have also learned that although canals may be beautiful, they are often not very healthy.

EXERCISE A.

- Draw a circle around the word or words in the story telling :
 - the name of the city.
 - the name of the boat.
 - the name of the man who steers the boat.
 - that this boat is usually found in this city only.
 - in what we usually travel in our cities.
- On the lines write the words

around which you have drawn	(a)
circles. Write them in the same	(b)
order as they occur in the story.	(c)
	(d)
	(e)

EXERCISE B.

The dictionary gives several meanings for each of these words. Underline the meaning with which each word is used in this story.

- (1) Front—(a) forehead. (2) Cross—(a) pass over.
(b) to face forward. (b) fretful.
(c) the foremost part. (c) to make the sign of.
- (3) Peculiar—(a) strange. (4) Motor—(a) engine.
(b) one's own. (b) that which produces motion.
(c) belonging to. (c) to travel by motor.
- (5) Passenger—(a) one who passes.
(b) one who travels on a boat.
(c) a traveler.

EXERCISE C.

Underline the word or words in each group making the best ending:

1. A gondola is a (a) canal, (c) kind of boat,
(b) river, (d) sail boat.
2. A gondolier is a (a) passenger,
(b) small boy,
(c) visitor,
(d) man who propels the boat.
3. A gondola has two gondoliers when
(a) the boat is large,
(b) the water is deep,
(c) there are several passengers,
(d) there are many other boats.
4. The small boy is fastened with a rope so that
(a) he will not sink,
(b) he will not get lost,
(c) he can be pulled in when necessary,
(d) his mother will know he is her son.
5. The story tells that all children in this city
(a) run well, (c) sail well,
(b) swim well, (d) row well.
6. The gondolier stands (a) at the prow,
(b) in the middle of the boat,
(c) with the passengers,
(d) at the stern.
7. The gondolier makes the boat move with (a) a paddle.
(b) an oar,
(c) a long pole,
(d) a pair of oars.

Number of answers 22. Number correct.....

READING EXERCISE No. 34

Tapping—boring holes in the side of the tree for sap to flow	Syrup—thick, sweet juice
Augers—instruments for boring holes	Announced—told, proclaimed
Sap—juice of a tree	Previous—coming before
Spiles—iron spouts through which sap flows	Weird—unearthly, ghostlike
Guests—visitors or friends	Hootings—the cry of owls
	Panthers—large catlike animals
	Grimy—dirty

Kenneth and Donald were always happy when the sugar days arrived. How eagerly they watched the hired men tap the trees! They liked to taste the sweet sap which dripped from the iron spiles and to drink from the metal cans which hung below them. They noticed that all the trees were tapped on the same side, and that all the holes were bored near the scars of previous years. They asked many questions which the hired men could not answer. How did the sugar get into the tree? Were only maple trees tapped, and why were they tapped in the spring when the days were warm and the nights frosty? They helped to carry the sap to the huge casks beside the camp, and to cut some wood for the fire which blazed under the iron pots in which the sap was boiled. Of course, they were anxious to "sugar off" and they annoyed Uncle George by constantly asking when this would take place. At last, after a week of gathering and boiling sap all was ready for the great event. Invitations were sent to many of their friends for a sugar-off party on Friday evening.

The guests arrived amidst the weird shadows of nightfall. How quiet it was, and how ghostlike the men appeared in the firelight with their grimy faces and bright smarting eyes! The girls trembled at every sound from the darkness and jumped with fright at the hooting of the screech-owls. After a supper of sandwiches and cake they all sat around the fire while the old men told stories of panthers, bears, and wild Indians. One of the pots boiled over and Uncle George threw a piece of fat pork into the steaming fluid. Then after much testing the syrup was declared ready for straining. Some of the syrup was poured into tins and the remainder was boiled again until it hardened when poured upon the hard snow. Then came the most exciting part of sugar making.

It was approaching midnight when Kenneth and Donald reached home. As they were wearily climbing their bedroom stairs, Donald remarked that he was not so very fond of candy after all.

EXERCISE A.

Draw a line under the word or words making the best ending :

1. Kenneth and Donald lived (a) on a farm, (b) in the city, (c) in a town, (d) in a warm country.
2. The trees were tapped by (a) Uncle George, (b) Kenneth and Donald, (c) the hired man, (d) the invited guest.
3. The trees were tapped on (a) the North side, (b) the South side, (c) the East side, (d) the West side.
4. The trees were tapped in (a) spring, (b) summer, (c) autumn, (d) winter.
5. The "Great Event" was (a) tapping the trees, (b) boiling the sap, (c) tending the fire, (d) sugaring-off.
6. Those with grimy faces were (a) the hired man, (b) the guests, (c) the boys, (d) the girls.
7. Their eyes were smarting because of the (a) cold, (b) darkness, (c) smoke, (d) heat.
8. Uncle George threw a piece of fat pork into the syrup (a) to make it taste better, (b) to keep it from boiling over, (c) to make it thicker, (d) so that it would harden.
9. They poured the syrup on snow (a) to harden it, (b) to make it sweeter, (c) to melt the snow, (d) to keep it from boiling over.
10. The most exciting part of sugar-making is (a) boiling the sap, (b) eating the sugar and candy, (c) eating sandwiches and cake, (d) tending the fire.

EXERCISE B.

Write the opposites of the following words on the blank lines :

- | | |
|----------------|--------------------|
| 1. happy | 6. bright |
| 2. sweet | 7. fat |
| 3. below | 8. most |
| 4. warm | 9. quiet |
| 5. many | 10. hardened |

Underline the word or words in the story telling :

1. How Kenneth and Donald felt when sugar days arrived.
2. Who tapped the trees.
3. How the sap tasted as it came from the tree.
4. What kind of trees were tapped.
5. The season in which the trees were tapped.
6. What the sugar-makers had for supper.
7. What time Kenneth and Donald reached home.

Number of Exercises 27. Number correct

READING EXERCISE No. 35

Grizzly—a large fierce bear found in the western mountains

String—a number of

Rodeo—a meeting of horsemen and cowboys for the purpose of showing their skill in riding wild horses and in roping cattle

Chores—things that must be done about a house, such as cutting wood, fetching water, feeding the chickens, and so on

Bulbs—a fleshy underground bud that can grow into a new plant

Red-orange—a colour made by mixing red with orange

Scurfy—covered with small scales

Switched—beaten with a switch or branch

Froth—foam

Relished—liked

Lola is an Indian girl who lives with her people in a beautiful valley near the Thompson River. Her father, Big Beaver, is chief of the tribe. Her brother, Little Beaver, is several years older than she, and he has already killed his first grizzly. He has a string of horses and he expects to ride one of them at the next rodeo. Neither Big Beaver nor Little Beaver thinks of doing any work about the house. All day they are off riding or hunting in the hills, leaving Lola and her mother to do the chores.

As soon as the snow melts in the spring, the women and girls of the tribe are kept busy hunting for wild roots and bulbs, which they dig up with their sharp digging-sticks. Among the roots gathered are those of the Bitter Root or Sandhill Rose. Of the bulbs, the most important are those of the Camas and of many wild lilies.

During the long hot summer days the women and children gather berries, which they spread out to dry in the sun and later store away for the winter. The strangest berry used by Lola and her people is the soap-berry. The red-orange fruit, which grows on a low bush with scurfy leaves, is gathered in baskets, and, when eaten fresh, is switched to a froth with a bundle of sticks, just as your mother beats the white of an egg with a fork. This pink froth is much relished by the old folks; but Lola and Little Beaver say it is not so good as the strawberry ice-cream they have tasted in Lytton.

EXERCISE A.

Fill in the blanks with suitable words found in the story:

1. Little Beaver is the brother of.....
2. He has killed his first.....

3. He owns a of
4. He is going to ride one in the next.....
5. The work about the house is done by
and her.....
6. In spring the women and children dig for
and.....
7. In summer they gather.....
8. The Soap-berry has fruit and leaves.
9. They beat the fresh berries with a bundle of
10. They beat them into a which is of a color.

EXERCISE B.

Fill in the blanks after the words in the first column with the most suitable words found in the second column:

1. The grizzly is a big bulb. ✓
2. In summer the women and children roots.
gather bear.
3. The Camas grows from a berries. ✓
4. The Sandhill Rose grows from rodeo.
5. Little Beaver rides a chief. ✓
6. The berries are beaten to a froth with bundle of sticks.
a horse.
7. Little Beaver will race at the next

EXERCISE C.

Underline the word or words making the best ending:

1. Lola lives (a) in Lytton, (c) on the Thompson River,
(b) in the hills, (d) in a valley.
2. Lola's father is a (a) grizzly, (c) chief,
(b) beaver, (d) rodeo.
3. The berries are gathered in
(a) pails, (c) digging-sticks,
(b) baskets, (d) blankets.
4. In the spring the women and children gather
(a) wild-flowers, (c) cedar bark,
(b) berries, (d) roots and bulbs.
5. We know that these Indians did not live a long time ago,
because (a) the girl was called Lola,
(b) she lived near Lytton,
(c) they attended rodeos,
(d) they ate ice-cream.

Number of answers 22. Number correct.....

READING EXERCISE No. 36

Perilous—dangerous
Gander—male goose
Haven—a quiet place

Sanctuary—refuge from danger
Comrade—friend

On the long and perilous flight from the warm South to their nesting grounds in the far North, wild geese have learned to visit Jack Miner's bird-sanctuary at Kingsville, Ontario. There, fed and protected from danger, they rest and mingle with their kind. Twice a year, the quiet waters of the sheltered lake welcome a host of feathered guests, who drop from the sky, accept of food and, in a few hours, wing their way onward.

In the spring of a year long gone by, before hunters learned to respect the right of sanctuary, a flock of wild geese were fired upon. One young gander had his wing broken, but was able to glide down and reach the haven of water. He would never again be able to fly. All his companions hastened their flight, except one, who returned to assist and comfort his friend in distress. For years these loving comrades lived in the sanctuary and were known as David and Jonathan. During two seasons, the one tried to help the other to fly, but in vain. Noble Jonathan never left his friend and at last gave his life to save him from the cruel claws of a Great Horned Owl, who made his visit of death in the silent winter night. The greatest love ever known is that of the one who lays down his life for a friend.

EXERCISE A.

In the column on the right, find the meaning of the words in the column on the left and write them in the blanks:

perilous	.....	visitors
sanctuary	.....	think well of
guests	.....	help
respect	.....	trouble
accept	.....	dangerous
assist	.....	take
companions	.....	move in an even way
distress	.....	without success
glide	.....	those in our company
in vain	.....	refuge from danger

EXERCISE B.

Underline the word or words in the story which tells:

1. The name of a great friend of birds.
2. That a large number of birds visit the sanctuary.

3. That a bird does not stay long in the sanctuary.
4. That the geese fired upon were on their way north.
5. That the bird who stayed with the other was a male.
6. That the two geese lived a long time in the sanctuary.

EXERCISE C.

Underline the word or words making the best ending:

1. The birds visit the sanctuary, because (1) they are tired from flying, (2) they wish to swim, (3) they like to mingle with other birds, (4) they are in no hurry to finish their flight.
2. Their flight is dangerous, because of (1) cold weather, (2) hunters, (3) the Great Horned Owl, (4) strong winds.
3. "Twice a year" means in (1) summer and winter, (2) spring and summer, (3) spring and autumn, (4) autumn and winter.
4. Beside geese, other birds visiting the sanctuary are (1) wild ducks, (2) pigeons, (3) hawks, (4) woodpeckers.
5. Jack Miner prepared the sanctuary (1) last year, (2) two years ago, (3) more than a year ago, (4) many years ago.
6. The bird with the broken wing was (1) a young goose, (2) David, (3) Jonathan, (4) an old gander.
7. Jonathan stayed with David, because (1) he liked the food at the sanctuary, (2) he was tired of long flights, (3) he felt that David would be lonely without him, (4) he loved to fight owls.
8. The story teaches us (1) not to shoot birds, (2) to beware of the Great Horned Owl, (3) the way wild geese live, (4) the nobleness of helping others when it means a great cost to ourselves.

EXERCISE D.

Arrange the following in the same order in which they happened in the story:

1. Jonathan tried to help David fly.
2. The other geese flew away.
3. Jonathan fought the Great Horned Owl.
4. David had his wing broken.
5. Jonathan was killed.
6. Jack Miner made a bird-sanctuary.

1.
2.
3.
4.
5.
6.

Number of answers, 30. Number correct.....

Seventy-five

READING EXERCISE No. 37

Distinctly—clearly

Evidently—clearly, without question

Abundance—plenty

Decreed—ordered

Cautiously—carefully

Sagacious—wise

Persistent—not giving up easily, persevering

Betty had come from her home on the Saskatchewan prairie to visit her uncle in Vancouver. Uncle Harry's home was built on a hill gently sloping northwards to Burrard Inlet, the beautiful harbour which makes Vancouver one of the great ports of North America.

One morning, early in December, Betty looked out of her window to see a most beautiful sight. It had rained very heavily in the city the night before; but on the mountains across the inlet there had been a heavy fall of snow. The air was now clear and the mountains stood out distinctly against the morning sky, the sunlight reflected from the fresh surface of the pure, white snow. Full of excitement, Betty ran downstairs to tell Uncle Harry of the glorious scene.

As they stood together on the verandah, Betty suddenly pointed to the north-east. "Look, Uncle Harry," she exclaimed, "do you see the big dog on the mountain?" "Splendid! little Sharp Eyes," said Uncle Harry, "but Aunt Mary is calling us. Come inside and I will tell you the story of the dog as we have breakfast."

"Long before the white man came to this coast," began Uncle Harry, "a small tribe of Indians lived near the shores of the Inlet and along the banks of the creeks flowing into it. They were a happy people. The deer and other game of the forests and the swarming fish of inlet and stream kept them always supplied with an abundance of food. Happiest of all was little Nah-weh, the daughter of the chief, who loved to roam the mountains accompanied only by her dog.

"One day the little princess went farther than was her custom, climbing steep banks, jumping fallen logs and singing the songs of her people. Suddenly, as she was walking along the edge of a steep cliff, a great rock crashed downwards, carrying with it the unfortunate girl. Pinned under a log which had slid down with the rocks and earth, she lay unable to move. The dog looked over at his poor mistress and then made his way cautiously down the cliff. He vainly pushed at the great log with his nose, trying to release the little sufferer. He licked her face and hands and then stood for a moment as though in deep thought. Suddenly off he bounded, back to the village to obtain help. He barked and pulled at the chief, only to be driven away again and again. At last, however, it became apparent that the dog wanted the chief to go with him.

"The little princess was saved, and the Great Tyee, the god of the Indians, decreed that every year, when the snow came to the mountainside, a picture of the sagacious dog should appear, large and bold, to remind all men of his faithfulness."

EXERCISE A.

Underline the word or words in the story telling:

- (1) the name of Vancouver's harbour,
- (2) that the dog was unable to move the log with his nose,
- (3) that the little princess could not move when pinned under the log,
- (4) that very much snow had fallen on the mountains,
- (5) the name of Uncle Harry's wife.

EXERCISE B.

On each line write one word taken from the story:

I can see the bear quite (1)

Many large rivers and small (2) flow into the (3)

The (4) dog saved his master's life.

Mrs. Neil went to church (5) by her

(6) Mary.

The bright light was (7) from the windows of the cottage.

EXERCISE C.

Choose from column II the meanings of the words in column I and write them on the lines:

I.

II.

- | | |
|----------------------|---------------------------------|
| (1) harbour | wander |
| (2) suddenly | cried |
| (3) swarming | thrown back |
| (4) reflected | haven for ships |
| (5) roam | wild animals (hunted for sport) |
| (6) game | unexpectedly |
| (7) exclaimed | with care |
| (8) cautiously | in large numbers |

EXERCISE D.

Underline the words that best complete the following sentences:

- (1) Uncle Harry's house is
 - (a) north of Burrard Inlet. (c) east of Burrard Inlet.
 - (b) south of Burrard Inlet. (d) west of Burrard Inlet.
- (2) When Betty looked out in the morning,
 - (a) it was raining in the city. (c) it was cloudy.
 - (b) the air was thick with snow. (d) the air was clear.

Number of answers 22. Number correct

READING EXERCISE No. 38

Pursuing—following after

Advertise—telling about, spread news about

Circular—round like a circle

Recent—fresh, just happened

Products—things that grow or are made there

Realizing—coming to see or understand

Convey—carry

It was the day after the circus; the much advertised "grandest show on earth" had come and gone. The boys especially, found it very difficult to settle down to school work. True, in the history lesson one might picture the ancient Britons and Romans pursuing one another in their war-chariots around a great circular race-course, but that was not the way the history book described the doings of those ancient peoples. How could one, whose mind was filled with recent memories of African lions, Bengal tigers and Ceylon elephants, to say nothing of barrels of salted peanuts and oceans of pink lemonade, become in the slightest degree interested in long division, the rivers of British Columbia or the products of the Prairie Provinces.

The teacher, realizing where the thoughts of the children were, decided to tell them stories about elephants. She wished the children to know that elephants were used for far more important work than that of being shown in a circus. Many interesting stories which gave the children much valuable information about elephants were told by the teacher. "To-day, I shall refer to the work which elephants do," said the teacher, "and if you are interested I shall continue stories about elephants some other time." Needless to say the children gave their teacher the closest attention. The first story was as follows:

In India there are herds of wild elephants. Many have been caught and tamed, and made useful in helping to build bridges, houses and churches.

Some of these elephants are as careful about the neatness of their work as men could be. An elephant has been known to step back a few yards to see if it had laid a block of wood or stone straight; and then, if not satisfied, to return and push it into its right place.

Elephants have been trained to lay water-pipes, in which to convey water, great distances over hills and through forests, where there are no roads. Lifting up one of the heavy pieces of pipe, and balancing it on its trunk, each animal would march off with its

load and carry it safely over every obstacle, to the place where it was to be laid. When it reached the spot, it would kneel down and place the pipe exactly where the driver wished.

EXERCISE A.

Draw a line under the word or words making the best ending:

1. The children found it hard to pay attention, because
 - (a) they did not like history,
 - (b) the circus was coming the next day,
 - (c) they could not work "long division",
 - (d) they were thinking about the circus which they had seen the day before.
2. At the circus they had seen
 - (a) Ancient Britons,
 - (b) Romans drinking pink lemonade,
 - (c) elephants,
 - (d) pictures.
3. The teacher wished the children to know that
 - (a) elephants like to travel in the circus,
 - (b) elephants can be trained to do very useful work,
 - (c) elephants like salted peanuts,
 - (d) in India there are herds of wild elephants.

EXERCISE B.

Fill in the blanks with the proper words chosen from the list on the right:

- (a) In many places farm..... recently ✓
are..... to the city in advertising
motor trucks. products ✓
- (b) that a pack of wolves conveyed ✓
were..... them, the realizing
travellers urged their horses to full speed. pursuing ✓
- (c) Several families have moved into our
school district quite.....
- (d) The newspapers seem to contain a great
deal of..... matter.

EXERCISE C.

Draw a line under the word or words in the story telling how very carefully and neatly some elephants perform their work.

Number of answers 9. Number correct.....

READING EXERCISE No. 39

Besieged—surrounded by an enemy	Relieved—freed from the enemy
Reported—told	
Resist—struggle against, oppose	Assembled—gathered
Citizens—people of the city	Starving—dying of hunger
	Prepared—got ready

Almost four hundred years ago, the city of Leyden was besieged by the Spaniards. It was completely surrounded and before many weeks had passed the people were starving.

At last their hunger became so great that many talked of giving the city into the hands of the enemy. When this was reported to the Mayor, he called the people together. As soon as they were all assembled in the market square in front of the town-hall, he placed himself on the steps, raised his right arm, and said, "Fellow-citizens, rather than give up our city, I will cut off this arm and give it to those who can no longer resist their hunger."

After listening to the Mayor, the people decided that they would never surrender their city. In a few days their bravery was rewarded by the arrival of a large army of their fellow-countrymen who relieved the city and drove away the Spaniards.

The relieving army brought food to the starving citizens. With joy the people seized the meat, potatoes, carrots, cabbages, threw them into their pots, and prepared a meal as quickly as possible. They called the stew they made "Hot-Pot" and ever since that day, the boys and girls of Holland have "Hot-Pot" for their dinner on the third of October.

EXERCISE A.

Underline in the story:

1. the two words that tell that the enemy was all around the city.
2. the words that tell where the people gathered.
3. the names of the different kinds of food brought by the relieving army.
4. a word that means "people of the city".
5. the word used by the mayor to mean "people of the city."

EXERCISE B.

On the lines write the following sentences in the order in which the events occurred:

- (a) The people made a stew.
- (b) The army relieved the city.
- (c) The Spaniards were driven away.
- (d) The Spaniards besieged the city.

(e) The Mayor made a speech.

(f) The people began to starve.

1.
2.
3.
4.
5.
6.

EXERCISE C.

In each group underline the word or words making the best ending:

1. The siege of Leyden took place
 - (a) four hundred years ago,
 - (b) more than four hundred years ago,
 - (c) less than four hundred years ago,
 - (d) four centuries ago.
2. The people had no food, because
 - (a) there was no food in the country,
 - (b) they had no food stores,
 - (c) all the farmers were fighting,
 - (d) The Spaniards would not permit any food to enter the city.
3. Some of the people were prepared to give up the city, because
 - (a) they were tired of fighting,
 - (b) they did not wish to be killed,
 - (c) they were afraid of the Spaniards,
 - (d) they thought they might thereby get some food.
4. After the Mayor had made his speech, the people were
 - (a) frightened,
 - (b) no longer hungry,
 - (c) encouraged,
 - (d) angry.
5. The boys and girls of Leyden have "Hot-Pot" every year on the third of October, because
 - (a) the city was besieged,
 - (b) the Mayor made a speech,
 - (c) the people of the city were once hungry,
 - (d) the city was relieved on that day.
6. The Mayor
 - (a) gave his arm to the citizens,
 - (b) was forced to give his arm to the people,
 - (c) offered to give his arm,
 - (d) refused to give his arm.

Number of answers 17. Number correct.....

READING EXERCISE No. 40

Decked—adorned	Violating—breaking
Sprig—small branch	Assured—made certain
Garlands—wreaths	Drums—band instruments
Erected—built up	Clamour—noise
Huge—large	Adorn—to make beautiful
Groves—clumps of trees	Elected—chosen by vote
Ducked—dipped into	Bonfire—fire built out of doors for fun

The First of May was a happy day at Laura Secord School. The rooms were decked with flowers and every child wore a sprig of green. The girls had on their gayest dresses and made garlands of flowers for their hair. Doris Hardie was elected May Queen. Her dress was pure white, and on her head she wore a beautiful crown of flowers. A large May-pole was erected on the playground and the children danced around it singing songs of spring. In the evening all the people of the village gathered around a huge bonfire where they danced and sang. The children were invited to Doris's home where her grandmother told them interesting stories of her girlhood days in England. They learned how, long ago, on the first of May, all the young people arose very early to gather flowers and green branches on the hills and in groves of the neighborhood. The boys carried horns and drums and aroused the whole countryside with their clamour. Then they played games and the pretty girls bathed their faces in the dew on the wet grass to make them more beautiful still! When they returned at sunrise the young people brought branches of hawthorn and garlands of flowers to adorn the windows and doors of their homes. There was morrice-dancing around the May-pole during the day, and in the evening young girls went from house to house singing and offering flowers for sale. Anyone who bought of them was assured of happiness and good fortune for the future.

No person was expected to do any work on May-Day and everyone found violating this rule was promptly carried to the nearest river or watering-trough and thoroughly ducked.

When Doris's grandmother had finished her stories, all the girls were wondering whether the dew really would make them beautiful, but they asked no questions.

EXERCISE A.

Underline in the story the word or words telling:

- (a) What every child wore on May-Day.
- (b) Who was elected May Queen.
- (c) The color of the May Queen's dress.
- (d) Where the village people gathered in the evening.
- (e) Who told the children stories.
- (f) Where Doris's grandmother lived when she was young.

EXERCISE B.

Underline the words making the best ending:

- 1. The girls bathed their faces in the dew of the grass (a) to keep them awake, (b) to make them more beautiful, (c) to bring them good-luck, (d) to make them clean.
- 2. People were ducked in a river or watering-trough on May-Day because (a) they would not work, (b) it brought them good luck, (c) it was bad luck to work on May-Day, (d) they could not dance.
- 3. Doris's Grandmother was born in (a) England, (b) Germany, (c) Scotland, (d) Ireland.
- 4. The girls were most interested in (a) how the young people gathered flowers, (b) their dresses, (c) how men were ducked, (d) how the girls bathed their faces in the dew of the grass.
- 5. They asked no questions, because (a) they were shy, (b) they were afraid of Doris's grandmother, (c) they were too sleepy, (d) they were not interested.
- 6. The boys carried horns and drums on May-Day morning (a) to frighten away the wild animals, (b) to amuse the girls, (c) to arouse the neighbors, (d) to make them more beautiful.

EXERCISE C.

Fill in the blanks with words chosen from the list on the right:

clamour	.....	/ very large
decked	.....	✓ small branch
sprig	.....	✓ adorned
garlands	.....	✓ loud noise
huge	.....	to break
ducked	.....	✓ wreaths
violate	.....	✓ dipped into

Number of answers 19. Number correct.....

READING EXERCISE No. 41

Community—a group of people or animals that live and work together

Struggle—a contest or fight

Regular—soldiers that are trained to do nothing else but fight
are known as *regular soldiers*

Prowling—wandering round without any particular object in view

Comrades—companions or friends

Raiding—making a sudden attack

Cradles—the baby ants rest in little brown sleeping-bags or cocoons, just as babies used to sleep in cradles

Nurseries--places where babies or small children are kept or raised

Colony—a group of people, animals or insects that settle in new lands Defense—protection, keeping off an enemy

Ants live and work together in cities or colonies, which are usually built in a log, in a stump or under the ground. In the ant colony, as in a hive of bees, there is a queen, whose only duty is to lay eggs. The hard work of the community is done by a special class of workers or by slaves. Some kinds of ants keep, also, a band of warriors, whose heads and jaws are very large. In case of a battle, however, the workers all take part in the struggle and show as much bravery as the regular soldiers.

Our commonest ants are the Blacks and the Reds. The former are peaceful creatures, except when they are attacked by their savage neighbours, the Reds, who often raid a Black colony for the purpose of obtaining slaves.

The trouble usually starts on a bright warm day when the ant-nurses have brought out the ant-babies for a sun-bath. A prowling Red discovers the row of Black babies and away he goes to tell his comrades. A raiding party is soon formed, and the babies, still asleep in their cradles, are carried off to the Red nurseries. If the Blacks are not taken by surprise, the whole colony turn out in defense of their little ones. But the Reds are noted for their skill in battle, and the Blacks are usually defeated.

Ants live on many kinds of food. Some feed almost entirely on fruit and vegetables. Others eat insects. All ants, however, are fond of sweets. There is an insect, called the Aphid, that gives out sweet drops known as *honey-dew*. Ants keep aphids, just as we keep cows, and milk them every day. In winter, they take these aphids down into their underground burrows, just as we put our cows into barns. In spring, the aphids are taken out to pasture on the young shoots of poplar, alder and other trees or shrubs.

EXERCISE A.

With suitable words from the story fill in the blanks:

1. In an ant colony there is a whose only duty is to
2. The hard work of a colony is done by and
3. Some ants keep a band of whose and are very large.
4. Our commonest ants are the and the
5. The are peaceful except when
6. The ant-nurses bring out the for a
7. A party is soon
8. Some ants feed almost entirely on and
9. Others eat

EXERCISE B.

Fill in the blanks after column one with suitable words from column two:

- | | |
|---|-----------------------|
| 1. Ants live in | fruit and vegetables. |
| 2. The duty of the queen is to | fight. |
| 3. Some ants feed on | colonies. |
| 4. The Aphid gives out | slaves. |
| 5. Most ants like to | cradles. |
| 6. Baby Black-ants are carried off in their | honey-dew. |
| 7. Red Ants raid the Black colonies for | lay eggs. |

EXERCISE C.

Underline the word or words making the best ending:

1. Ants usually live in (a) trees, (c) logs,
(b) barns, (d) poplars.
2. The Red Ants raid the homes of the Black Ants usually on
(a) dull days, (c) sunny days,
(b) Sundays, (d) week-days.
3. The Red Ants raid the Black colonies for
(a) food, (c) fun,
(b) a place to build a home, (d) slaves.
4. The warrior ants have
(a) big eyes, (c) stout legs,
(b) strong jaws, (d) large bodies.
5. Black Ants are (a) timid, (c) strong,
(b) cowardly, (d) peaceful.

Number of answers 21. Number correct

READING EXERCISE No. 42

Agreement—When two or more people decide on something, it is an agreement.

"How can I get my poor seed-children out into the world?" asked the Cherry-Tree. "I cannot walk and take them over the hill. If they drop on the ground under my branches, they will either starve in my shade or choke me to death."

"I am sorry that I cannot help you," said the Wind. "Your seeds are too heavy for me to carry and they have no wings like those of the Maple."

"I will carry your seed-children away," said the Robin; "but you must pay me well for my work."

"Do I not pay you now by letting you nest in my branches?" asked the Cherry-Tree.

"You will have to speak to my wife about the rent," replied the Robin. "She uses the nest more than I do. But I will carry away your seed-children, if you will wrap them in something tasty."

"Very well," replied the Cherry-Tree. "I will enclose them in a fleshy pulp. How will you know when to come for them?"

"Wrap them in skins of red," said the Robin. "It is my favourite colour and I notice it from afar." So they reached an agreement which satisfied both.

EXERCISE A.

The best title for the story is (1) The Robin and the Cherry-Tree, (2) Why the Cherry is Red, (3) The Robin Talks to the Cherry-Tree, (4) Carrying Away Cherry Seeds.

EXERCISE B.

Underline the word in the story which tells that trees need sunlight.

EXERCISE C.

Write in the blanks the word or words making the best ending:

1. The children of the tree are the (1) leaves, (2) seeds, (3) roots, (4) branches.
-

2. The Cherry-tree was worried, because (1) she could not walk, (2) she had never been over the hill, (3) she could not take her seed-children away, (4) the Robin would not pay for his rent.
3. The Wind could not take away the cherry-seeds, because (1) they were heavy, (2) the Robin wanted to take them away, (3) they were not like the Maple-seeds, (4) it was busy with other work.
4. The Robin wanted to pay for his work, because (1) he wanted to make money, (2) he nested in the Cherry-tree, (3) he liked red as a color, (4) he liked something good to eat.
5. The Robin knew when the cherries were ripe, because (1) he had a nest in the tree, (2) the Wind told him, (3) he saw the red skins, (4) he liked to eat them.
6. The first to reply to the Cherry-tree was (1) the Robin, (2) the Wind, (3) the Maple, (4) Mrs. Robin.
7. Robins nest in the Cherry-tree, because (1) the tree allows them to do so, (2) they like to eat the cherries, (3) they think it is the best place in which to nest, (4) they carry away the cherry-seeds.

EXERCISE D.

From the list in Column II, choose the right meaning for each word in Column I, and write it in the blank after the word:

Column I.

enclose
 pulp
 agreement
 favourite
 tasty
 notice
 rent

Column II.

see
 pleasant to the taste
 pay for the use of a home
 soft, juicy material
 to place inside
 the one liked best
 something decided on

Number of answers 16. Number correct.....

READING EXERCISE No. 43

Forest ranger—a man who watches the forests to prevent fires

Experiences—happenings we see or live through

Prevent—keep from happening

Tourist—a person travelling for pleasure

“What’s this, Bruce?” said Mr. Patterson, after dinner as he looked up from the paper which he was reading. “You didn’t tell me you had been appointed Junior Forest Ranger for your school. I didn’t think you kept secrets from your Dad, young man.”

“Oh, I wanted you to read it in the paper, Dad,” said Bruce. “Mr. Barnes of the Forestry Branch said he would have it put in.”

“Is Bruce’s name in the paper?” said May, his twin sister. “Do let me see it, please, Daddy.”

“But what does a junior forest ranger do?” asked Mrs. Patterson. “I can’t have my ten-year-old boy roaming all through the woods by himself.”

“Oh, it’s nothing like that, Mother,” answered Bruce. “You see, Dad has told us so much about his experiences in the lumber camps that I felt I wanted to do all I could to prevent forest fires. I can never forget the story Dad told of the baby deer that was burned up near his camp on the Island. Mr. Barnes is going to send me a magazine every month and I am to tell stories from it to the class. Mr. Barnes says that ninety-five forest fires out of every hundred are caused by people’s carelessness.”

“Carelessness!” said Mr. Patterson, “I should say so! Why, the big fire that burned out our camp last year and threw almost a hundred men out of work for so long was started by a lighted cigarette thrown down by a careless tourist.”

EXERCISE A.

Underline the word or words in the story telling:

- (1) where the deer was burned,
- (2) what started the fire that burned out Mr. Patterson’s camp,
- (3) what Mr. Barnes was going to send to Bruce,
- (4) what causes most forest fires,
- (5) where Mr. Patterson has spent a great deal of time.

EXERCISE B.

Underline the word or words best completing the following sentences:

- (1) The newspaper announcement of Bruce’s appointment was read by (a) May, (c) Bruce,
(b) Mr. Patterson, (d) Mrs. Patterson.

- (2) Junior Forest Rangers (a) roam alone through the woods,
 (b) fight forest fires,
 (c) attend school,
 (d) protect deer.
- (3) Mr. Patterson (a) is a forest ranger,
 (b) was told by Mr. Barnes of Bruce's appointment,
 (c) has nothing to do with the forests,
 (d) is interested in preventing forest fires.

EXERCISE C.

On each line write one word taken from the story:

My father and I love to (1) through the fields in summer.

The soldiers had many terrible (2) during the war.

Miss Welch has (3) you class captain for the coming week.

My sister keeps no (4) from me.

If you take care you can usually (5) accidents.

EXERCISE D.

In the brackets in front of the following sentences put the numbers 1-7 to show the order in which the events occurred:

- () Mr. Patterson read of the appointment in the paper.
 () May asked to see the paper.
 () Mrs. Patterson asked about the duties of a junior forest ranger.
 () The careless tourist threw away a lighted cigarette.
 () Mr. Patterson's camp was burned out.
 () Bruce was appointed junior forest ranger for his school.
 () Bruce explained what he had to do as junior forest ranger.

EXERCISE E.

Two of the following statements are true. The rest are not. Write the true ones on the lines:

Mrs. Patterson did not want Bruce to be a junior forest ranger.

May is a little younger than Bruce.

Forest fires often destroy wild animals.

The principal of Bruce's school had the announcement put in the paper.

May is ten years old.

.....

Number of answers 22. Number correct.....

READING EXERCISE No. 44

Skilful—clever, able to do things very well

Rescue—save

To his credit—to his honour, to his account, in his favour

Errand—message, what he was sent to do

Provisions—goods, food

Articles—things

Fulfil—carry out, do

Proceeded—went on

Pausing—stopping

Captain was a very large and handsome Newfoundland dog. Like all Newfoundland dogs he was brave and skilful in rescuing those in danger of drowning, and the saving of more than one life had been placed to his credit. Of his cleverness, too, many stories have been told.

Every morning, as the clock in the church tower struck eight, he might be seen with a basket in his mouth on his way to the country general store to fetch provisions for his master. The basket contained money and a slip of paper on which was written a list of the articles required. When Captain arrived at the store the merchant would take the basket from him, pat him on the head and give him a large sea-biscuit to eat while the basket was being filled with the provisions asked for on the slip of paper. When these were placed in the basket, the dog would seize the handle of the basket in his mouth and, with his head held high, would march off in a grand and stately manner, never once pausing until he reached the kitchen door of the farm house.

On one occasion Captain's master and another man were out on the marshes, duck-hunting. They had, of course, taken the dog along with them. Having thrown down their hats on the grass they crept through the reeds to the water's edge. After firing at the birds, they proceeded for a considerable distance along the shore. At length they began to wish for their hats. Calling the dog, they sent him back for them; and away he went to fulfil his errand. When he reached the place, he made several attempts to bring both hats together in his mouth at once. Finding great difficulty in this, he at last noticed that one of the hats was smaller than the other. Placing the smaller hat within the larger one and pressing it down with his foot, he was then able to carry both at the same time.

EXERCISE A.

Draw a line under the word or words making the best ending :

(1) Newfoundland dogs are famous for

(a) hunting,

- (b) carrying large loads,
- (c) saving drowning people,
- (d) being large and handsome.
- (2) Captain set out for the country store
 - (a) every evening at eight o'clock,
 - (b) as people were going to Church in the morning,
 - (c) when the merchant had the provisions ready,
 - (d) every morning at eight o'clock.
- (3) The merchant always placed in the basket
 - (a) a slip of paper,
 - (b) packages of food,
 - (c) money,
 - (d) sea-biscuits.

EXERCISE B.

Fill in the blanks with the proper word chosen from the list on the right:

- (a) Before the travellers had..... skilful
very far on their journey they decided to fulfils
purchase a good supply of..... rescue
- (b) The campers complained that a number of credit
.....had been stolen from their articles
camp during their absence. pause
- (c) A Newfoundland dog will always spring to provisions
the..... of a drowning child. proceeded
- (d) It is greatly to his.....that he
always.....his promises.
- (e) So.....was our guide that he did
not.....even for a single moment in
order to find the way out of the woods.

EXERCISE C.

Draw a line under the words telling:

- (a) in what way Captain was skilful.
- (b) what brave deeds he had done.
- (c) what was placed in the basket when the dog left for the country store.
- (d) what the merchant gave the dog for himself.
- (e) in what sort of place the men had gone hunting.
- (f) on what errand the hunters had sent the dog.
- (g) about his first attempt to bring the hats.
- (h) how he finally brought the hats.

Number of answers 19. Number correct

READING EXERCISE No. 45

Produce—things grown	Crop—the produce of the ground
Wicker—woven from reeds, as is a basket	Waddle—to walk in an awkward manner
Exchange—in place of	Gang-plank—a walk joining a ship and the shore

Most farmers make their living by planting things in the ground and then selling the produce. In China, however, there are people who are called farmers who own no land and never plough a field. Their farm-house is a boat, their crop a flock of ducks, and their farm, the smooth water of a river. These men are called "duck-farmers".

At night, the ducks sleep in a wicker cage on the deck of the boat. When morning comes, the farmer sails his boat close to the shore, puts out a board for a gang-plank, and opens the cage.

With many a "Quack, quack", the ducks waddle ashore, and get into the water as quickly as possible. The farmer and his family sit on the boat and watch them as they swim about and bob up and down. When he thinks they have been out long enough, he gives a certain call, and so well trained are the ducks, that they stop their swimming and playing and come back to the cage.

The farmer's children love the ducks and give each one a name. They are sorry when their father sails down to the market-town and sells some of their feathered friends, but nevertheless they also like the rice he buys with the money received in exchange for the ducks.

EXERCISE A.

In the story underline:

1. The word that means "a person who makes his living by planting things in the ground."
2. The word that means the upper part of the boat.
3. The name of the place where the ducks are sold.
4. The name of the country where the duck-farmers live.
5. The word that tells what the people do while the ducks are feeding.

EXERCISE B.

Fill in the blanks by writing in each suitable word from the list on the right:

- (a) There is no wind and the sea is (1) farmer
- (b) This is my (2) own
- (c) I will give you this top in (3) for that. plough
- (d) The (4) has a crop of wheat. smooth
- (e) This boy helps his father to (5) exchange

EXERCISE C.

In each of the following groups underline the word or words best completing the sentences:

1. The farmer's children name the ducks, because
 - (a) they love them,
 - (b) the ducks are to be sold,
 - (c) the ducks answer their father's call,
 - (d) ducks are always named.
2. The father raises ducks, because
 - (a) they are good pets for his children,
 - (b) they can live on a boat,
 - (c) they come when he calls them,
 - (d) he can make money by selling them.
3. The farmer exchanges his ducks for
 - (a) money,
 - (b) rice,
 - (c) corn,
 - (d) other ducks.
4. In this story the farmer's house is
 - (a) an ordinary farm house,
 - (b) in the market-town,
 - (c) a boat,
 - (d) a wicker cage.
5. The farmer sails the boat close to the bank, because
 - (a) the water is rough,
 - (b) he wishes to put out a gang-plank
 - (c) the ducks cannot swim to land,
 - (d) the children wish to play on the bank.
6. The farmer lets the ducks out, because
 - (a) he likes to watch them,
 - (b) they make too much noise on the boat,
 - (c) he wants them to get some food,
 - (d) they amuse the children.
7. The ducks return to the boat when
 - (a) the farmer calls them,
 - (b) they have had enough to eat,
 - (c) they are tired,
 - (d) the boat moves.
8. The ducks return to the boat, because
 - (a) they are lonely,
 - (b) they wish to play with the children,
 - (c) they are hungry,
 - (d) they are trained to return when called.
9. We speak of a number of ducks in one group as a
 - (a) flock,
 - (b) herd,
 - (c) pack,
 - (d) crew.

Number of answers 19. Number correct.....

READING EXERCISE No. 46

Occur—are found, happen
Usually—as a rule, mostly
Several—two or more
Resembles—is like
Probably—most likely
Tender—soft and juicy

Have you ever hunted for a four-leaved clover? If you find one, you are supposed to be lucky. Even five-leaved clovers occur; but a clover leaf usually has only three divisions. Each division is called a leaflet, which means a *little leaf*. A leaf that has several leaflets is said to be *compound*. A leaf that is not divided into leaflets is said to be *simple*. Leaves of the Apple, the Maple and the Cherry are simple. Leaves of the Rose, the common Bean and the Clover are compound.

The clover blossom is made up of a number of tiny flowers, crowded together into a flower-head. If you pull off one of these little flowers and look at it closely, you will find that it resembles the blossom of a sweet-pea or of a bean. At the bottom of each little flower is a drop of sweet juice, called *nectar*. The bees drink up this nectar and make it into honey. The clover blossom gives its nectar to the bee, and the bee helps the clover blossom to form its seed. The common Red Clover has flowers so long that only the Bumble-bee is able to reach the nectar. The honey-bee searches out the smaller blossoms of the White Clover.

If you pull up a clover of any kind you will probably see little white lumps on the roots. These white lumps are very useful to the farmer, for they help to make food that other plants can use. This food the white lumps get out of the air that is in the soil.

Cattle, horses, sheep and rabbits are very fond of clover; and, in early days, the Indians of the Pacific Coast used to eat the tender leaves and blossoms.

EXERCISE A.

From the story choose the right words to fill in the blanks:

1. A clover leaf has usually.....divisions.
2. Each division of the clover leaf is called a.....
3. A compound leaf has several.....
4. A simple leaf is not divided into.....
5. Two trees that have simple leaves are the.....and the.....

6. Two plants that have compound leaves are the.....
and the
7. The sweet juice in flowers is called.....
8. Honey is made from.....
9. Bees help the clover to form its.....
10. Only the Bumble-bee is able to reach the..... of the
.....blossom.
11. On the roots of clover are little white.....
12. Animals that feed on clover are....., and
.....

EXERCISE B.

Select from the second column suitable words to fill in blanks :

1. Those who find a four-leaved clover are a number of
..... compound.
2. A flower-head is formed of..... nectar.
..... lucky.
3. Leaves with several divisions are..... tiny flowers.
4. Bees search for..... honey-bees.
5. White Clover is sought by..... rabbits.
6. Clover is the favorite food of.....

EXERCISE C.

Underline the word or words best completing the sentence :

1. The white lumps on clover roots are useful to
(a) rabbits, (c) farmers,
(b) Indians, (d) bees.
2. Honey-bees do not visit the Red Clover, because
(a) they do not like it,
(b) it has no nectar,
(c) the Bumble-bees drive them away,
(d) their tongues are too short.
3. Flowers produce nectar, because
(a) they like to drink it,
(b) they wish to attract bees,
(c) it helps them to produce seed,
(d) it makes them smell sweet.

Number of answers 21. Number correct.....

~~Handwritten scribble~~

WORKBOOKS

A MARY, JOHN AND PETER WORKBOOK (Primer)

By Joyce Boyle, D.Paed. Illustrated by Edith McLaren.

This book is designed as an aid to primary teachers who make use of the Ontario Authorized Primer in teaching their beginners to read. 97 pp. **Price, 28c**

JOE AND RUTH WORKBOOK (Pre-Primer)

By George Dill and Miss D. J. Dickie

A Work Book to accompany "Two Little Indians". Primary.

Price, 45c

PRIMARY OCCUPATIONAL WORK (Teachers' Reference)

By M. E. Thrush, author of "Red Letter Primer"

A compilation of useful and purposive seat work for all occasions. An invaluable handbook for the Primary teacher. Beginners. **Price net, 25c**

READING WORK BOOK FOR BEGINNERS (Primer)

By Jessie E. R. Fisher

Self-teaching and self-corrective, increasing greatly the child's working vocabulary, and allowing him to proceed at his own rate. Primary and Grade I. 64 pp. **Price per single copy, 50c**

MY WORKBOOK IN PHONICS (Primer)

By Jessie E. R. Fisher

This is the third of the "Training Through Occupation" series by Miss Fisher. The book can be used in connection with the ordinary everyday Phonic lessons in the classroom. 64 pp. **Price per copy, 50c**

READING EXERCISES (Grades III-VI)

By J. E. Brown, H. H. MacKenzie, E. W. Reid, R. S. Sherman, R. P. Steeves, and T. W. Woodhead

Workbooks for Grades III, IV, V and VI

Designed to provide children of various grades with a series of suitable selections for silent reading. These are primarily workbooks in which the children write their answers. 80 pp. **Price per single copy, 32c**

NATURE AND LANGUAGE WORKBOOKS (Grades II-VI)

By R. S. Sherman and E. W. Reid

Junior (Grades II and III)Price, 25c Book II (Grades IV, V and VI)Price, 32c

Book I (Grades III and IV)Price, 32c

These workbooks take advantage of the child's interest in Nature Study to develop his powers of thought and his ability to express himself through the medium of the written word. Illustrated. 78 pp.

THE JACK AND JILL PLAYWORK BOOK (Grades I-II)

THE PLAYWORK BOOK FOR JUNIORS (Grades III-IV)

THE PLAYWORK BOOK FOR OLDER CHILDREN (Grades V-VI)

Three little books, each of which offers a collection of varied educational games, touching number of subject fields—cut outs, puzzles, number games, handwork, drawing, etc.—which will keep pupils usefully busy during periods in the ungraded school. **Price, each, 15c**